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ABSTRACT

Position papers reflecting demands of Black student activist groups and reactions to them by administrators and faculty have been collected from twelve junior colleges in various parts of the country. For each college the position papers, reactions to them, and other pertinent materials are presented in chronological order to provide a picture of these activities and their impact on the college involved that is as complete and accurate as possible. [Because of marginal reproducibility of original, this document is not available in hard copy.] (MB)

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ED041578

BLACK STUDENT ACTIVISTS--POSITION PAPERS AND REACTIONS TO THEM FROM TWELVE COLLEGES

John Lombardi, Compiler

September 1970

JC 700 188

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 27 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

INTRODUCTORY NOTE

The position papers of Black student activist groups and reactions to them by administrators and faculty have been collected from twelve junior colleges in various parts of the country. For each college the position papers, reactions to them, and other pertinent materials are presented in chronological order to provide a picture of these activities and their impact on the college involved that is as complete and accurate as possible.

Whenever possible the original documents are included. However, much of the material has been re-typed because of its poor reproducibility. In these cases, an effort has been made to present the documents in their original form although bracketed notes have in some cases been added to supplement or clarify information in the original document.

Selected portions of the material presented here are discussed in "The Position Papers of Black Student Activists," by John Lombardi (Topical Paper No. 12, ERIC Clearinghouse for Junior Colleges). This publication will be announced in Research in Education and made available through ERIC's Document Reproduction Service.

Marcia A. Boyer
Information Analyst

COMPTON COLLEGE

Compton, California

B.S.U. NEWSLETTER

On Monday, January 13, a list of demands, written by a group of dissenting students who were disenchanted with Compton College's lack of contemporary programs, were presented to President McKinney. These demands were in no way an official action of the Black Student Union. Many of the participating students were Black Student Union members, but the action was not sponsored or controlled by the Black Student Union. The descension exercised in the Student Union was that of the studentbody. President McKinney's response to the demands was a response to the studentbody. The ensuing disruption of classes was a studentbody action. President McKinney did not answer the Black Student Union demands on Monday, because the Black Student Union demands were not presented on Monday.

The following day, the B.S.U. felt that the activities that had taken place Monday presented an oppurtune time for them to present their demands, but due to the excessive pressence of pigs (Compton P.D.) on the campus, the B.S.U. refused to present their demands until President McKinney ordered the pigs to split. The pigs never split, the B.S.U. never presented their demands. The B.S.U. also called a general meeting of the studentbody to explain and justify their demands. At this time their seem to be a general agreement of the students attending the meeting to support the demands, along with a list of demands presented by John Ahrnt, representing the White Students.

As stated above, the B.S.U. never officially submitted any demands to the administration, but it seems that some one or some group surreptitiously presented the demands to the administration. Since then their has been a number of meetings called by the faculty and students (non B.S.U. members) discussing revising and compromising our demands without an official representation from the B.S.U.

In closing, we would like to emphasize the Black Students Union has not yet submitted any demands to the administration. Our demands will be officially presented and we will accept absolutely no compromise what so ever. Therefore, the meetings taking place and decisions being made, are totally irrelevent until we have decided to meet with the administration and present our demands officially. POWER TO THE PEOPLE!

B.S.U.

[1-13-69]

BLACK STUDENTS' DEMANDS

We the members of the Black Student Union feel that the educational facilities of Compton College do not relate to the interest of Black students and other minority groups. We feel that unless the educational policies are radically changed this college has forfeited its justification for existence. Therefore, we submit the following demands:

1. We demand that a Black Studies department be implemented on this campus by Fall, 1969. The Black studies department will consist of the following classes:
    - a. History of the Black Man from Africa to the present.
    - b. Home Economics - preparation of "Soul" food.
    - c. Philosophy - Philosophy of Black Nationalism and Black religious Philosophy.
    - d. Sociology - Sociology of the Black Man in American society. Development of the Black family.
    - e. Speech - Speech deficiencies of the minority student.
    - f. Language - Swahili
    - g. Art and Music - Black artist in America, History of Afro-American Music (Blues).
2. We demand the immediate removal of all armed police off this campus
3. We demand appropriate counselling programs and no programming.
4. We demand that the name of the college be changed to Malcolm X College.
5. We demand that the students have a meaningful voice in all school activities.
6. We demand that the B.S.U. receive a section in the school paper. (Uncensored)
7. We demand that cultural exchange programs be set up to relate to International students.
8. We demand that the Administration make it publicly known that they oppose the building of a new football stadium.
9. We demand teacher evaluation by students.

We demand a written statement by Dr. McKinney stating that the demands will be implemented. We want this written statement within six days.

January 22, 1969

To: Members of the Black Student Union

From: President, Compton College

This is in reply to a paper recently presented to me on behalf of your organization. I shall reply in numerical order following the sequence given in your communication.

1. Our curriculum committee has been and is currently working on a black studies program, pointing to the fall. The committee has included student participation in its deliberations. A main concern of the College in such planning will be that it fit in with programs now being implemented in four-year institutions so that the courses may be of maximum value to the students taking them. The curriculum committee through Dean Sykes, its chairman, will, I am sure, welcome the opinion of individual students or representatives of groups of students as to what might be included. Your suggestions are in his hands. The most significant vote of the students on this matter will be whether or not they sign up for the particular courses.

2. Police are summoned onto the campus only when there seems to be immediate threat to persons or property, or to the carrying on of the instructional and other programs of the College. They were recently summoned after reported disruption of classes and the breaking of a window. A principal concern has been the coming onto the campus of non-students. The campus situation is now back to normal.

   No student who is willing to respect the rights of others need have any concern in this regard.

3. I have asked the inclusion in the budget of additional funds to improve our counseling program. The College already has in Washington, D. C. one proposed Federal project which, if approved, will be of some assistance. Another is in preparation.

4. It is not within my authority to change the name of the College, although I naturally would relay any suggestions to those who do have authority.

5. With regard to student participation, I have asked the Dean of Student Activities to work with the Student Council to suggest ways by which students might participate more meaningfully in school activities. I personally am glad to speak with individual students or representatives of student groups on any College concern.

   I do not believe it is widely known how extensive an opportunity students have to be heard with regard to school activities. I have personally referred to the Student Council, for advice, both proposed policies and a list of concerns recently drawn up by the student-faculty communications committee. We have a number of significant committees in which students are involved, including a student activities committee whose purpose is to give recommendations over the whole realm of activities.

The most important route for student participation is the Student Council which is composed of students and elected by students. A representative of the Student Council meets monthly with the College administrative staff.

The administration and Board welcome student opinion and both have encouraged Student Council members to attend Board meetings and to present points of view, recognizing at the same time that authority over the College comes from the people of this district through their elected representatives.

6. Continuing in the vein of student participation, it is my understanding that the editorial policy of the school newspaper is set by its editors who are elected by the students of the journalism class whose chore (and learning experience) it is to produce the paper. Consideration of general policy in College publications are taken up by the Publications Board which has student, faculty, and administrative representation.

7. Representatives of our International Club inform me that they plan an International Day this coming March. I am certainly glad to cooperate with this and other ways in which our international students may make themselves and their cultural contributions known. I greatly appreciated the recent opportunity to spend two hours with our international students in a pleasant social environment. My understanding is that the President of our International Club has just been elected to the Student Council. I am sure he can look forward to Student Council support as well, for cultural activities.

8. Since the provision of seats and lighting for our playing field would come from community services funds which must be expended for purposes of substantial community value, determination of this is largely a community consideration, which is in the hands of their elected representatives. The Superintendent's job is to provide to the Board whatever information and advice it needs to help it in making its decision. Once a Board has made a decision it is considered professionally unethical for the Superintendent to oppose the decision, assuming he were opposed. In this case, faculty members on behalf of the student-faculty communications committee requested an opportunity to discuss the decision with the Board.

PROPOSAL FOR THE FORMATION OF A
BLACK AUTONOMOUS STUDENT PUBLICATION

We the Black Students of Compton College:

Convinced that it is the inalienable right of all people to control their own destiny;

Conscious of the fact that freedom, justice, and dignity are essential objectives for the achievement of the legitimate aspirations of black students, we will endeavor to build a bridge of understanding and create the basis for unity;

Inspired by a determination to promote understanding among our people and co-operation in all matters pertaining to their survival and advancement;

Convinced the existing media of communication on campus, The Tarta Shield, and the method used to determine news worthy items (censorship) does not meet the legitimate needs of black students and related community masses, and;
keep them abreast for the ever-changing social order;

Resolved that an autonomous black media of communication be established at Compton College, to compensate, in part, for the now non-existant communications from students to student, and student to community.

May 19, 1969

Re: Print Shop Memo
May 13, 1969

The black students union, having received and taken into consideration the list of alternatives submitted by the Print Shop, finds alternative B-2 the least objectionable.

Publication in accordance with this alternative is favored as soon as the agreement can be confirmed.

BSU

Alternative B-2:

The Tarta Shield newspaper and the B.S.U. newspaper each be published every other week, giving the college a newspaper each week.

This arrangement would not involve any additional expense of any kind insofar as the print shop is concerned.

The B.S.U. newspaper publishers would be required to meet the same copy, etc., deadlines as the Tartar Shield staff.

June 9, 1969

To Be Read to all Classes Monday and Tuesday and distributed to all students in your class.

To All Members of the College Community from the President of the College

In recent days this college campus has seen some disturbing incidents. They arise out of the attempt of a group of students to secure approval of a publication.

These students have had every opportunity to secure a fair hearing and consideration of their request. It has been duly considered by the student council; an appeal has been made to the administration which has discussed it with the students. The Board of the College has spent one hour and 28 minutes considering the demand in a special board meeting on Saturday afternoon.

This has provided a full and fair opportunity for expression of desires, and the bringing out of details and facts.

In the process, actions have taken place which go beyond the acceptable. On Thursday there was disruption of operations in the administrative office. On Friday there was an apparent attempt to hinder the distribution of the student newspaper.

The administration and Board of the College wishes to make quite clear that it feels it has gone to every effort to be fair and reasonable and understanding but it will not allow the continuation of disruptive activities at this college.

The college intends to take immediate action against any kind of activity outside the bounds of the acceptable processes which have been set up.

Robert Q. McKinney

Robert Q. McKinney
President/Superintendent

For your information:

COMPTON COLLEGE

Memo to: Black Student Union, Compton College
c/o Alfred Brown, Faculty Adviser

From: Dr. McKinney

Date: June 4, 1969

Subject: Reply to presentation of June 3

With regard to the proposed publication:

There seems to be some confusion as to the actions taken by the Student Council. Information reaching me indicates that the motion for a single issue did not pass but died for lack of a second.

Some clarification needs to be made of my relationship to the Student Council. It does not lie within my authority to require the Student Council to make expenditures, assuming I was so inclined; although I do have the authority to withhold approval of its expenditures. Officers of the Student Council do not secure their position from me, but by choice of those participating in student elections from among those students who offer themselves as candidates.

Since such a publication would not be an appropriate object of expenditure for public, district funds, alternatives would seem to be that the club raise its own funds, or that it seek publication of writings of its members through the various general student body publications. I am sure that the Dean of Student Activities would be glad to work with you and the advisors of the publications in exploring such possibilities.

With regard to the occasional presence of representatives of the armed forces on campus:

A primary purpose of such representatives is to make available to interested students information as to special schooling or special assignments available to them which might be advantageous in their personal development when and if they enter the armed forces. Sometimes these specialized schooling opportunities are of lifelong occupational value to the student. It does not seem fair to deprive students of the opportunity to learn about these matters, since securing the information is a matter of their own choice, and is in no way thrust upon them.

Robert Q. McKinney
President

RQM:pd

EAST LOS ANGELES COLLEGE

Los Angeles, California

[East Los Angeles College - 12/11/68]

DEMANDS

I. An Afro-American Studies Department. Full pay for Instructors in this department. (ALL BLACK)

Afro-American courses are insignificant if they are controlled by and under the jurisdiction of the present racist departments as they are now. This department will be completely administrated and instructed by BLACK PEOPLE.

II. A Fully Funded Black Newspaper on campus to be operated by the BLACK STUDENTS' UNION.

We as Black People find it impossible to relate to the racist propaganda written each week in the school paper. This paper must be BLACK STUDENTS' UNION operated because the BLACK STUDENTS' UNION is the only organization on campus that speaks to the needs of BLACK PEOPLE on campus and in the community.

III. Wavering of Students Activity Fee for Black People, while still being able to attend all campus functions.

Students (BLACK) cannot relate to the functions for which these funds are used. Until BLACK STUDENTS have a say in how these funds are used we refused to pay them.

TO BE RESPONDED TO BY 12 noon THURSDAY DECEMBER 12th.

EAST LOS ANGELES COLLEGE
OFFICE OF THE PRESIDENT

December 12, 1968

TO: BLACK STUDENTS' UNION

FROM: John K. Wells JKW

SUBJECT: RESPONSE TO DEMANDS OF DECEMBER 11, 1968

INTRODUCTORY STATEMENT

First, I should like to make it perfectly clear that as President of this College I am in complete accord with the Statewide junior college philosophy of involvement and participation in the formulation and/or modification of policies which will make our educational program more relevant and meaningful for all students.

Second, I want to commend you for submitting this list of "demands" which indicate a sincere desire on your part to improve and expand the educational opportunities for all Black students on this campus. We need your help in this regard and I am sure that I can count on you to offer constructive ideas which will make this goal attainable.

In response to your "demands":

I. An Afro-American Studies Department

This matter has been under study for the past semester or more, and as a result, the following two courses will be offered this spring semester of 1969:

English 34	M W F - 2 p.m. Afro-American Literature	(3)
History 16	M W F - 11 a.m. Tuesday - 7-10 a.m. History of the Afro-American	(3)

These two courses will be taught by a Black instructor, Mr. David M. Wells, who I am sure will be anxious and most willing to discuss the course outlines of these courses with interested Black students. While one instructor does not constitute a Department of Afro-American Studies, it is a significant start in this direction. Your recommendations for qualified teaching personnel and additional courses are solicited.

Not only is an A.A. degree program planned at East L.A. College in Afro-American studies, but we are cooperating with Cal. State L.A. in the development of such a curriculum leading to a B.A. degree.

II. A Fully-funded Black Student Newspaper

This is a reasonable request and is restricted only by the availability of funds from the student body account determined primarily by the Finance Committee of the Student Council.

Legally there is no limitation on the newspapers that we can produce provided that the students approve this expenditure of funds which are derived from in excess of 6000 day students and 7000 or more evening students. Parenthetically, it is my understanding that L.A. City College supports from student funds three newspapers: white, black, and brown (in Spanish) all of which are supported by student body funds.

For implementation of this request, may I suggest that this matter be referred to the Student Council. This is "your money," however, it is also the "money" of 13,000 other students.

III. Waiving of Student Activity Fee for Black Students

This recommendation is somewhat confusing to me as to intent. The initial request is that all Black students be able to attend all campus functions. The second statement is that Black students cannot relate to these functions for which student body funds are expended. Through the Student Council and the various committees all students have the opportunity to determine how student body funds are allocated. If the Black students have a different viewpoint, this is their prerogative.

A college community, however, is a democratic society recognizing all viewpoints of differing opinions, all of which will be respected and considered in view of the ultimate goals to be achieved.

CONCLUSION

1. The Department Chairman, Dean of Instruction, and I are most anxious to discuss your concerns with you.

2. We shall do everything possible to meet your requests within Board of Education and State Department of Education rules and regulations.

3. If your requests conflict with Board Rules and Regulations, I shall be most happy to suggest the proper channels through which these regulations may be changed.

I feel obliged to make two points which I believe you should consider seriously so as to understand clearly where I stand on these and future issues:

a. I do not like the term "demand." I would much prefer the term "request."

b. "Respect" is a two-way street. Rather than barging into my office, especially when I am having a meeting with another person or group, I would request that you make an appointment that is mutually acceptable.

Unless we can communicate freely, you and I are at a disadvantage with respect to solving mutual issues.

The administration and instructional staff are most anxious to discuss matters of common concern with you at any time.

JKW
m
cc
Dr. Hal Mintz, President, Academic Senate Council of ELAC
Mr. Bud Denny, President, Associated Students, ELAC
Dr. Russ Paine, Head, Journalism Department

EAST LOS ANGELES COLLEGE
OFFICE OF THE PRESIDENT

January 10, 1969

TO: ALL STUDENTS, DAY FACULTY, AND ADMINISTRATIVE OFFICES

FROM: John K. Wells JKW

SUBJECT: LAW ENFORCEMENT PERSONNEL ON CAMPUS

PLEASE READ TO ALL CLASSES

As President of East Los Angeles College, I feel compelled to relate to you the events which led to the presence on campus of law enforcement officers on Thursday, January 9, 1969.

1. At approximately 12:45 p.m., 10 to 12 cars of law enforcement personnel from the East Los Angeles Sheriff's Station stationed themselves at my request on the off street in front of the Student Center to quell, if necessary, an altercation which had developed among several groups of students. Fortunately, this altercation was terminated prior to their arrival and they were requested to leave the campus by the Dean of Students. The Sheriff's unit complied with this request and left and did not enter the campus.

2. Fifteen or 20 minutes later, at approximately 1:00 or 1:05 p.m., the groups disbursed and approximately 20-25 of the group entered the E3 and E5 buildings and proceeded to cause considerable damage by overturning tables, throwing furniture, etc. Subsequently, considerable damage was also reported in buildings K2 and L2.

In view of the destruction of school property, Dean Butcher, upon my direction, requested assistance from the East Los Angeles Sheriff's Station. Approximately 100 law enforcement personnel arrived at the campus and stationed themselves on the off street next to the campus. They then moved, upon request, onto the campus to disburse the gatherings of students. In the process, one student, Lewis Taylor, was arrested for allegedly interfering with this action by the police. This student was subsequently released at approximately 5:30 p.m., without bail, and we have been told, informally, that the charges will probably be dropped because all parties are convinced that Lewis happe~~n~~ned to be at the wrong place at the wrong time and was not a participant.

In conclusion, I should like to stress two points:

1. In both of the above cited incidents, the police were called upon my authorization.

2. The police are and will be on campus, not to harrass nor to interfere with peaceful and orderly demonstrations of students. Their purpose on campus is to insure to all faculty and students that the educational program will not be disrupted and that property will not be damaged. When I am convinced that there will be no further disruption of the educational program for all faculty and students, and no further destruction of school property, the police will be requested to leave this campus.

The choice is yours, and I sincerely hope that police occupancy and surveillance of this campus will cease at the earliest possible date.

JKW
m

[East Los Angeles College]

EMERGENCY MEETING #1

Sunday, January 12, 1969

On Sunday, January 12th, an emergency meeting of concerned faculty and students was held to discuss BSU proposals. Members present were: Stan Weisel, Mina Kirby, Safford Chamberlain, Kay Thaxton, Pat Donnelly, Bob Kester, Darryl Katz, Barbara Bayes, Joan Duggan, Jo Mosley, Pat Houghton, Mike Alonzo and George Russell.

The opinions of the members present was as follows:

1. We support the establishment of a Black Studies or Ethnic Studies Department by Fall 1969, with the understanding that either arrangement is acceptable to the Black and Brown students.

2. We support the establishment of a Black Curriculum.

3. We firmly request the Administration to recruit and hire a black coach for Fall 1969. Progress report shall be presented to this committee by January 31, 1969.

4. We firmly request a report by the Administration of its creative plans on recruitment of Black and Brown faculty and administrators.

5. We request, as part of the interviewing process for Black and Brown personnel, that the candidates meet with Black and Brown students.

6. Facilities for student organizations: We recommend extensive changes be implemented with respect to student access to student facilities, including but not limited to the following:

   a. Provision for office space and telephones (paid for by the student body) for student organizations. For example, prefab office space in the student lounge; new bungalows; more efficient use of existing space, etc.

   b. The offices of Assistant Dean and/or Coordinator be removed from the Student Center to make more room for student facilities.

   c. Unrestricted student access to mimeograph and other office equipment.

*7. We see and support the need for the immediate establishment of a black student newspaper and a brown student newspaper.

8. We request a report from the administration on the amount of money available and sources of money available for BSU scholarships.

9. We firmly support prompt attention to specification of curriculum details for the Black and Brown studies program. Faculty members and black and brown students should participate meaningfully in this activity. Regular and explicit progress reports should be made to this committee, the first one by January 31, 1969.

We do not consider these responses the answers to all problems. However, an invitation is extended to all students and faculty to contribute their suggestions at a meeting today (Monday, January 13, 1969) at 3:00 P.M. in El-136.

*Proposal #7 of the original BSU demands was not acted upon by this committee.

January 13, 1969

TO: ALL STUDENTS, FACULTY, ADMINISTRATION

FROM: JOHN K. WELLS

SUBJECT: RESPONSE TO B.S.U. DEMANDS DELIVERED JANUARY 6, 1969

PLEASE READ TO ALL STUDENTS

1. This matter is under study at the present time and an Advisory Ad Hoc Committee of 13 faculty has been appointed to recommend a departmental organization adequate to provide for the staffing course development and scheduling of Afro-American Studies. I am requesting that a report of this committee be submitted to me no later than March 14, 1969. (The members of this committee have been designated and have met on Wednesday, January 8. Four black members of the faculty are members of this committee. The committee indicates to me that it will consult students for ideas in connection with its assigned work.)

2. The College has been informed that a baccalaureate degree program has been approved at C.S.C.L.A. in Afro-American Studies. E.L.A.C. plans to offer the lower-division requirements for this which will lead to an A.A. Degree and which can be taken by either the transfer or terminal student. As previously announced by my office and publicized in the Campus News, a part-time black instructor will join the faculty in the Spring, 1969 semester to instruct in the Afro-American History and Afro-American Literature courses.

3. The P.E. Department has made the following statement in regards to hiring a Black coach and Black trainer: (Dave Taylor to John K. Wells, Jan. 9, 1969)

> "In regards to one of the Black Student Union demands of hiring a Black coach and a Black trainer, we of the Physical Education and the Athletic Staff would be in favor of hiring a Black coach. This is on the assumption that there is a position open, and he is a qualified health and physical education instructor."

4. As previously stated, the College would welcome additional minority-group personnel in any of its administrative, teaching, and non-teaching positions. This would therefore include additional qualified Black instructors and Black administrators as they are available and as the enabling budget is provided from Junior College District funds.

5. "Immediate Office space be provided for B.S.U. use, suggested bungalows N1 or N2" Unfortunately the East Los Angeles College facilities are severely overtaxed at the present time, permitting no office space for any campus organization.

6. "Facilities for a phone and operation of a Black Campus Newspaper be provided."
   a. The College does not provide telephone service for any campus organization and does not believe the institution of such a policy is advisable.
   b. The operation of a Black Students Newspaper is a matter of negotiation between the interested students and the Associated Students Council as well as the staff of the Campus News. A more detailed study of this proposal seems advisable.

7. The signing of a statement supporting B.S.U. demands at San Fernando State and San Fernando Valley State Colleges does not fall within the purview of my assignment at ELA College.

8. The Dean of Students in his capacity as coordinator of student financial aids is anxious to assist any student in financial need to secure the funds necessary to continue his education. Because the disbursment of the funds available to the College are generally subject to regualtions not under the control of the College, it is impossible to guarantee to award a scholarship to every student chosen by the B.S.U. The College will assist each student recommended by the B.S.U. to the extent of its ability and within the limits of its regulations.

9. An Advisory Ad Hoc Committee has been formed to make recommendations concerning the implementation of a Black Studies Department. (See Item 1.)

[President of East Los Angeles College]

1. On January 10, 1969, I attended an informal meeting of some students and some members of the faculty. At that meeting, I announced that ELAC would definitely have a Black (or Afro-American) studies department in operation by September, 1969. Due to the enormous pressures of the campus situation, compounded by the fact that I was ill that day, I may have been prematurely optimistic in that statement.

   After further study, and a weekend meeting with the members of the administration most directly involved with this project, I can now respond as follows:

   A. The matter of forming our program of "Black (or Afro-American) Studies" into a full and independent department requires further study.

   B. An Advisory Ad Hoc Committee of 13 faculty members has been appointed. Although this committee has already started to meet, I am now charging it with the responsibility of determining which of the following two alternatives would be best for ELAC:

      (1) A separate "Black (or Afro-American) Studies" department.

      (2) An "Ethnic Studies" department, to include "Black (or Afro-American) Studies", and any other ethnic studies if they should later be proposed and approved.
      (This department would not include Mexican-American Studies, which has already been formed and would be maintained as a separate department).

It should be further noted that the chapter President and the faculty sponsor of the BSU had both previously indicated a willingness to accept the alternative of an "Ethnic Studies" department, hence I can now assume that either of the above two alternatives should be acceptable to Black students. I further will charge the Ad Hoc Committee to complete its study and notify me on or before February 14, 1969.

Whichever structure is thus determined by this committee will be implemented in September, 1969.

EAST LOS ANGELES COLLEGE

PROCEDURE FOR THE INITIAL HANDLING OF REQUESTS AND/OR DEMANDS FOR CHANGES IN COLLEGE POLICIES AT E. L. A. C.

PURPOSE: The purpose of this procedure is to insure proper deliberation on these matters, and to channel the matters to the most concerned sector of the College community.

1. Upon the receipt of such requests and/or demands, the President of the College shall not respond until he has met with the President of the Academic Senate to determine whether the matter falls into the purview of the (a) Administration; (b) Faculty; (c) Associated Students' Council.

2. When the decision is made as to which of the above three sectors of the College community should have the authority for deciding that request and/or demand, the matter shall be turned over to the proper Council for its consideration.

3. No decision or answers to requests and/or demands calling for changes in College policies at ELAC shall be made until the President of the College has received the recommendation from either: (a) the Administrative Council if it is an administrative matter; (b) the Academic Senate Council if it is a faculty matter; (c) the Associated Students' Council if it is to be a student matter.

4. It is understood that the various Councils named above may need to establish Committees to decide upon some specific issues or to channel some issues through committees already in existence to handle those types of issues.

Proposed by Dr. Hal Mintz, Academic Senate President;
Adopted by Academic Senate Executive Council: 1/29/69

Approved:
John K. Wells
President
East Los Angeles College
2/3/69

Endorsed, With Strong Support:
Administrative Council
2/4/69

EL CAMINO COLLEGE

Torrance, California

[Copied from an article appearing in The Gardena Valley News, Thurs., April 17, 1969.]

'In No Respect Negotiable'

BSU DEMANDS

This is the latest official communication of the Black Students Union to the administration of El Camino College, consisting of a list of 18 demands made upon the president, Dr. Stuart Marsee, together with Dr. Marsee's bulletin to all ECC faculty members. This has come into the hands of the publishers of the Gardena Valley NEWS. It did not come to us from any school official. However, we have checked with the office of the President and find that the contents of this communication, as here reprinted, are indeed those received by Dr. Marsee at 8:31 a.m. on April 10. We are reprinting these communications exactly as received, including misspellings, without editorial comment, so that you, the public, can be aware of the demands facing the El Camino College administration.

April 10, 1969

President's Bulletin --- Faculty Bulletin No. 135

EL CAMINO COLLEGE
Office of the President

TO: All Faculty
FROM: Stuart E. Marsee
SUBJECT: Black Student Union Demands and Letter of Transmittal--April 10, 1969

The above mentioned material was presented to me this morning and is transmitted to you in order that you may be informed.

You will note that I have not signed the statement.

Written comments you have regarding the demands are welcome.

--S.M.

Received
EL CAMINO COLLEGE
PRESIDENT'S OFFICE
April 10--8:31 A.M. 1969

BLACK STUDENTS UNION DEMANDS

1. Black Students Union office, complete with typewriter, telephone, desk, mimeograph machine, 3 drawer letter size file cabinet, and miscellaneous other clerical items as outlined by the officers of the organization who require secretarial and clerical assistance to perform their various duties.

2. IMMEDIATE IMPLEMENTATION OF RELEVANT COURSES OF EDUCATION AS LISTED BELOW:
    A. Black Psychology
    B. Ethnic Literature
    C. Black Art
        1. African Art
        2. Afro-American Art
        3. International Black Art
    D. Music
        1. Survey of African Music - Past and Present
        2. The Black Man and his contribution to American music
            Section A Rythm and Blues
            Section B Jazz
            Section C Modern
            Section D Profiles of Prominent Black Men in American Music
    E. Dance
        1. Afro-Cuban Dance Forms
        2. Native Dances of Africa
    F. Language
        1. Swahili for Beginners
        2. Conversational Swahili
        3. Intermediate Swahili
        4. Advanced Swahili
    G. Black Sociology
        1. Sociological Appraisal of the Black American
        2. The Black American and His Family
            Section A Slavery to Reconstruction
            Section B Reconstruction to the Great Depression
            Section C From the Depression to Present
        3. The Ghetto--Its Origin, Its Effects and Its Future
    H. Black Theatre and Drama
        1. Black Playwrights--A Survey Course
        2. Developement of a Black Theatre Group
    I. Economics
        1. The Black Businessman--His unique problems, aspirations and cultivation.
        2. Ethnic Economics--Welfare, Employment and Rehabilitation.

3. Accredation of all the above courses as transferable with full credit to universities and state colleges on a statewide basis.

4. Establishment of a seperate Black Studies Department to be headed by a chairman selected by a Black Studies Advisory Board. This advisory board shall consist of three representatives from the Black Students Union, two Black faculty members, and one representative of the Black community, the president of the college, and the dean of instruction of the college. Each member of the panel shall exercise the same amount of power and each members vote will wiegh equally.

5. An Associate in Arts degree in Black Studies to be conferred by the college.

6. Immediate hiring of more Black employees on all levels.

7. The Black Students Union must have a voice in the hiring of Black personell on the administrative, counseling, and faculty levels.

8. Re-zoning of contact areas to accommodate more Black Students.

9. Establishment of a code of conduct for all instructors to end the use of the classroom as a vehicle for expounding racist views. Establishment of disciplinary measures for those instructors who violate this code. The formulation for the code is to be made in conjunction with the Black Students Union.

10. Regularly scheduled open meetings which are not controlled by PIGS, time limits, or specific days.

11. NO ARMED ENFORCEMENT OFFICERS ON CAMPUS.

12. Hiring of a qualified individual to investigate and report on prospective Black personnel.

13. Elimination of the use of the Associated Student Body Fee as a poll tax, and a tool for discrimination against nonparticipating students.

14. Immediate change in policy regarding all speakers from off campus, to be more flexible so that current topics may be explored.

15. Require members of the Student Council take a course in Minority Group Relations, which El Camino will conduct on a forum, round table basis.

16. Adjust food prices in cafeteria to be commensurate with those of other colleges in this area.

17. Move free speech area to what is now called the Library Lawn.

18. An immediate end to TOKENISM (whether it is the form of part time employees, low paying jobs for students, or one class in Black History) and a beginning of concrete verifiable action to bring about the above demands. If these demands are not met within the time allotted by the Black Students Union, then the struggle will escalate to a more aggressive level. This is not to be construed as a threat, but as a statement of fact. The motto of all Black Students Unions is "any means necessary!"

Attention Dr. Marsee:
Due to the continued foot-shuffling, half stepping attitude the administration of El Camino College has been perpetuating in direct relationship to the needs of the students of this college, the BLACK STUDENTS UNION hereby submits to you a list of demands which cannot be denied, refuted or refused. Having made a clear and concise analysis of the immediate needs on the campus, we have compiled

a list of demands that is in no respect vague, in no respect unattainable, and in no respect negoitiable.

The absolute deadline for the meeting of these demands is April 30, 1969. Foot shuffling on your part will no longer be tolerated. Please keep in mind the attached is a list of DEMANDS, not requests, and will be dealt with on that basis. Our motto is not to be taken lightly. . ."ANY MEANS NECESSARY!"

I, Stuart E. Marsee, have received a copy of the BLACK STUDENTS UNION list of demands. They have been thouroughly explained to me by the four listed students below. I understand the demands clearly and I also understand that these demands represent the consensus of the Black Student Union members at large. I am also well aware of the date, April 30, 1969, by which time I will present to the Black Student Union verifiable proof that these demands have been met or are in the process of implementation.

(unsigned)________________________
Dr. Stuart E. Marsee

s/s LEONARD YOUNG
Minister of Information

s/s YOLANDA-MARIE MARSHALL
Member B.S.U.

s/s JAMES ROBINSON
Central Committee Chairman

s/s ANIECE L. AMOS
Communication Secty.

EL CAMINO COLLEGE •

16007 CRENSHAW BOULEVARD
VIA TORRANCE, CALIFORNIA 90506
TELEPHONES: (213) 324-6631 or 321-1121

C
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Y

April 28, 1969

TO: Black Student Union

FROM: Stuart E. Marsee, President, El Camino College

SUBJECT: Demands of the Black Student Union Received
April 10, 1969

The material contained in this memorandum is in response to the eighteen (18) demands of the Black Student Union and the accompanying letter of transmittal received in my office April 10, 1969.

Demand No. 1 Black Student Union Office, complete with typewriter, telephone, desk, mimeograph machine, 3-drawer letter size file cabinet, and miscellaneous other clerical items as outlined by the officers of the organization who require secretarial and clerical assistance to perform their various duties.

Response There are thirty-five (35) student organizations on campus at El Camino College, in addition to the Associated Students. Office space is provided only for the Associated Student Council. All other organizations must use facilities as are available for meetings. The Black Student Union is treated the same as the other thirty-four (34) student organizations.

Demand No. 2 Immediate implementation of relevant courses of education as listed. . . . .

Response A list of your demands indicates that you would expect to have immediate implementation of approximately twenty-five (25) new courses of study. In view of the enrollment of approximately two hundred fifty (250) Black students, and even assuming that many White students would wish to take these courses, the request is unreasonable. At the present time the Afro-American Advisory Studies Committee, with sub-committees on Afro-American Literature; Literature of American Ethnic Groups; Afro-American Music; Speech-Theatre; Speech; Physical Education; and Psychology, is working on the development of Afro-American courses of study in these areas. Courses recommended by the committee, working with the sub-committees, may be added to the El Camino College curriculum through the standard process from the Divisions of the College through the General Curriculum Committee.

Demand No. 3 Accreditation of all the above courses as transferable with full credit to universities and state colleges on a statewide basis.

Response The junior colleges do not tell the universities and state colleges which courses in the junior colleges must be transferable with full credit. The prerogative for granting credit rests with the senior institution. The intent of the Afro-American Advisory Studies Committee is that courses developed by it will be recommended to the senior institutions for full transfer credit.

Demand No. 4 Establishment of a separate Black Studies Department to be headed by a chairman selected by a Black Studies Advisory Board.

Response El Camino College is organized on a divisional basis with departments determined by academic discipline. It will not be the recommendation of the President of El Camino College that Black Studies be segregated and established in a method that would change the structure.

Demand No. 5 An Associate in Arts degree in Black Studies to be conferred by the College.

Response Dr. Cohen and a committee of faculty and students are working toward development of a major field of "Black Studies" that will lead to the Associate of Arts degree.

Demand No. 6 Immediate hiring of more Black employees on all levels.

Response We subscribe fully and without reservation to the Civil Rights and Fair Employment Practices laws of the State and Federal Governments. We have, and will continue to, pursue their implementation in the employment practices of El Camino College. (Demand No. 2 of January 17, 1969, responded to January 27, 1969)

Demand No. 7 The Black Student Union must have a voice in the hiring of Black personnel on the administrative, counseling and faculty levels.

Response As agreed to in meetings between the administration and Black Student Union the Black Student Union has been furnished with lists of available teaching, administrative and classified positions approved by the Board of Trustees for the 1969-70 academic year. The Black Student Union was invited to give the list of positions wide circulation and to recommend to the appropriate offices of the College candidates for any of the positions available. We shall continue to solicit and accept recommendations.

Demand No. 8 Re-zoning of contract areas to accommodate more Black Students.

Response The former contract area was originally established at the request of the Los Angeles Junior College District and was eliminated by them two years ago. Boundaries of a California community college are established by involved legal procedures prescribed by the State Legislature. The boundaries of the El Camino Junior College District were established in 1947 under these laws. Changes in boundaries are extremely difficult and would involve extensive legal action and agreement from the Los Angeles Junior College District, the Los Angeles County Superintendent's office, the State Department of Education, and the Los Angeles County Board of Supervisors, as well as the El Camino Junior College District. (Demand No. 1 of January 17, 1969, responded to January 27, 1969)

Demand No. 9 Establishment of a code of conduct for all instructors to end the use of the classroom as a vehicle for expounding racist views. Establishment of disciplinary measures for those instructors who violate this code. The formulation for the code is to be made in conjunction with the Black Student Union.

Response The College has a Policy No. 6125 entitled Teaching of Controversial Issues, a copy of which is attached, which governs this item. As we have mentioned to you before in response to your Demand No. 4 of January 17, 1969, the tenure rights of college instructors in California junior colleges are protected by law. Instructors can be dismissed only for reasons specified in the Education Code and after a judicial procedure. In the interest of all persons who might be involved in a dismissal action, charges should be made in writing, signed, and carefully documented to protect the rights of all.

Demand No. 10 Regularly scheduled open meetings which are not controlled by PIGS, time limits, or specific days.

Response Regularly scheduled meetings with necessary public address facilities are provided from eleven to twelve o'clock on Tuesday and Thursday mornings. An extension of these times would require careful reconsideration of areas to be used so that classes would not be disturbed.

Demand No. 11 No armed enforcement officers on campus.

Response The security officers of El Camino College do not carry side arms during the day; they do carry side arms during the night patrols for the safeguarding of the property and for their own personal safety while on duty. We would not be in favor of changing this practice.

Demand No. 12 Hiring of a qualified individual to investigate and report on prospective Black personnel.

Response We recruit all of our personnel through recognized channels. We subscribe fully and without reservation to the Civil Rights and Fair Employment Practices laws of the State and Federal Governments. We have, and will continue to pursue their implementation in the employment practices of El Camino College.

Demand No. 13 Elimination of the use of the Associated Student Body fee as a poll tax and a tool for discrimination against nonparticipating students.

Response The Associated Students of El Camino College have a fee of $3.00 per semester. Students who wish to become active voting members of the Associated Student Body are expected to pay for their membership. Those who do not wish to are not required to pay the fee.

Demand No. 14 Immediate change in policy regarding all speakers from off campus, to be more flexible, so that current topics may be explored.

Response Policy No. 5135 which is entitled Guest Speakers is attached. It is comprehensive and broad in the freedom it provides for the selection of guest speakers. Nothing in this policy would prohibit the exploration of current topics.

Demand No. 15 Require members of the Student Council to take a course in Minority Group Relations, which El Camino will conduct on a forum, round table basis.

Response Members of the Student Council are enrolled in the student leadership course taught by Mr. Maddaford - Communications 1 ab. No doubt the instructors of this course would be receptive to a portion of the course being devoted to the subject of Minority Group Relations.

Demand No. 16 Adjust food prices in Cafeteria to be commensurate with those of other colleges in this area.

Response Prices, quality of food and portions served in the El Camino College Cafeteria are commensurate with food service in other institutions of higher learning.

Demand No. 17 Move free speech area to what is now called the Library Lawn.

Response In compliance with the request of another group of students, and no doubt to insure that the free speech area would not be pre-empted by other scheduled activities, the free speech area was recently moved to the south patio of the Campus Center which is virtually adjacent to the area you suggest.

Demand No. 18 An immediate end to "Tokenism" (whether it is in the form of part time employees, low paying jobs for students, or one class in Black History) and a beginning of concrete verifiable action to bring about the above demands. If these demands are not met within the time allotted by the Black Student Union, then the struggle will escalate to a more aggressive level. This is not to be construed as a threat, but as a statement of fact. The motto of all Black Student Unions is "any means necessary!"

Response The faculty, staff and administration of El Camino College have been working diligently to improve the educational environment of this institution and to meet the changing needs of the community. We shall continue to work to this end in order that the needs of Black students, as well as all others, will be met.

In January, 1969, the Black Student Union and the Administration of El Camino College set up two committees to implement communication and to promote a viable working relationship between the two groups. One of these was a committee composed of the leadership of the Black Student Union and the President and Vice Presidents of the College. It was to meet monthly and discuss all problems of mutual concern. Through this committee a list of new positions for 1969-70, both certificated and classified, as authorized by the Board of Trustees, was delivered to the leadership of the Black Student Union. Additionally, an informal exchange of views on a number of topics important to both groups was carried out.

Another committee was organized under the leadership of Mrs. Joanne Roberts and Mr. John Moehlman to work with the Black Student Union in the development of new curricula. Through this committee contacts with faculty groups were made and the planning of new curricula was begun.

We believe that the best interests of both the Black Student Union and the El Camino College community would be enhanced by a continuation of these meetings. We urge the Black Student Union to continue to operate through these channels. We are ready to continue to give these committees our active support.

Enclosures: Policies 6125 and 5135

cc: Aniece L. Amos, Communication Secretary
Yolanda-Marie Marshall, Member, B.S.U.
James Robinson, Central Comm. Chairman
Leonard Young, Minister of Information

April 28, 1969

ACADEMIC SENATE OF EL CAMINO COLLEGE

Position Paper

Recently the Black Students Union of El Camino College presented to President Stuart E. Marsee a list of demands for various changes in school curricula, policies, and administrative procedures. The Academic Council, having carefully considered these demands and their implications, desires to give expression to the general attitude of the Academic Senate, which is the teaching faculty of El Camino College.

1. SYMPATHY WITH GENERAL GOALS.

Teachers, mindful of the history of American Blacks and aware of the deplorable repressions still in existence in some quarters of our society, are indeed sympathetic with the just desires of Black students to improve their lot and that of their fellows. To struggle against the forces of prejudice, to work for a better place under the economic sun, to glean the pride of awareness of racial accomplishment and destiny -- these are commendable undertakings, the very sort of undertakings that we as teachers understand and devote our professional lives to; for the elimination of ignorance is our business. If prejudice is the result of ignorance, and we think it is; if economic uncertainty is the result of both prejudice and ignorance, and we think it is; if unawareness of culture is the result of ignorance, and we think it is--then the very thrust of the Black Students Union in their call for a lifting of the burden of ignorance, Black and White, is a call that we welcome with enthusiasm.

2. COMMENT ON TACTICS OF THE BLACK STUDENTS UNION

Because we believe that education is a process of enriching the mind, we feel that the most significant action stems from disciplined thought. Though respectful of physical bravery, a quality dispensed rather equally among all members of the human race, we have more regard for reason than for muscular rancor; and thus we deplore the threatening tone and truculent stance of the Black Students Union in presenting their "demands," a word more suggestive of juvenile petulance than of adult concern. We further deplore such manners because we see them as devices unhappily suited to alienation at a time when the situation cries out for understanding and cooperation.

As teachers and as adults desirous of presenting the best of education in an atmosphere most conducive to learning, we feel that the Black Students Union of El Camino College might better work to achieve their objectives through open and direct communication. It is one thing for an individual or a group to "demand" redress of a grievance; but such an outcry becomes merely solo rhetoric if discussion does not follow. We cannot countenance "non-negotiable demands." We cannot condone "any means necessary" when all means available have not been used. Therefore, the Academic Senate suggests that the Black Students Union respond more readily to faculty overtures to discuss, to plan and to act in efforts to make significant educational changes. We believe that worthwhile change can come about only in a rational atmosphere where there is a friendly rapport among students and teachers and administrators and the citizens of the community. As teachers, we stand ready to listen, to understand, and to work for just goals. We invite the Black Students Union as well as other student groups to require more of us and of themselves to establish the catalyst of rapport necessary to effective communication and subsequent calls for action.

3. ATTITUDE TOWARD BLACK STUDIES PROGRAM.

Because of our sympathy with the general thrust of the Black struggle, we support the basic motivation for Black Studies but question the emphasis.

Certainly there should be courses designed to call attention to the tradition, accomplishments, worth, and potential of the Black man; such courses are necessary to enhance Black prestige and to further White understanding.

Indeed, Black studies courses exist in actuality, and new courses are in the planning stages. In early January of this year the Afro-American Studies Advisory Committee was formed, and Mrs. Joanne Roberts and Mr. John Moehlman were given 20 per cent released time to work with the students and faculty in the area of Black studies. This committee was to represent administration (Dr. G. Merrill); General Curriculum Committee (Mr. Moelhman and Mrs. Roberts), faculty (Mr. Singer, Mr. Muck, Mr. Norris, Mrs. Rector), and the Black Students Union (no specific representatives have come to the meetings regularly). Through the work of this committee, curricula have been proposed which will lead to an Afro-American Major Field program. The Major Field proposal is as follows:

EXISTING COURSES:

History 16 (Afro-American History)	3
History 12 (History of Africa)	3
Political Science 5 (Political Science of Minorities)	3
Sociology 6 (Social Problems in America)	3

NEW PROPOSED COURSES

Psychology (Afro-American)	3
Literature (Afro-American)	3
Literature (American Ethnic Groups)	3
Fine Arts	3 or 2

These new courses, and the proposal to institute an A.A. Major in Afro-American Studies, will be presented to the General Curriculum Committee in early Fall of 1969, and if approved, will be taught in the Spring semester of 1970. Department members heading committees in these departments are: Mr. Kai and Mr. Fordyce, English Department, Dr. Fitch, Psychology Department, Dr. Orme, Music Department, Mr. Henderson, Speech-Theater Department, Mrs. Rector, Physical Education Department.

As far as guaranteeing that these courses will be accepted at State colleges and universities, little progress has been made in this area. Mr. Moehlman and Mrs. Roberts have been in contact with the four State colleges in the area, but no direct transfer agreement has been reached, mainly because the State colleges themselves have not yet established transfer requirements. Dominguez College is writing no lower division Afro-American courses, and Cal State, Los Angeles is writing none comparable to our proposed courses. The University of California informs us that students wishing to transfer to their institution should concentrate on General Education requirements of that institution as their Afro-American courses are upper division and graduate. It is the recommendation of the Afro-American Studies Advisory Committee that the courses listed in the major field above be included as electives in the new State College Certification for General Education, thus assuring their transferability to the State Colleges.

The scope of the proposed Black studies program at El Camino College by far surpasses that of many other community colleges, some of which have a much larger Black and/or ethnic minority population. It is regrettable that, although initial direction came from Black student-faculty discussion, almost all specifics of contents and emphases in these courses have been the invention of faculty due to minimal participation by Black students in committee work.

Although there may be a need for instant curriculum, college faculties have no more effective method than that of the committee, and the El Camino College faculty feels that neither administrative fiat nor instant demand is conducive to realization of best results. Therefore, we encourage interested students to meet with these faculty members to discuss other curricula proposals and to assist with the development of current proposals.

As teachers, however, we feel that the Black studies program must be placed in the perspective of the overall program of the college if students are to be truly educated. If a student, Black or White, devotes most of his time to studying Black history, Black music, Black literature, Black art, etc., he will, if Black, enjoy a boost to his ego, and, if White, gain a fine understanding of Black culture; and, in either case, he will have learned much that is pleasurably worthwhile. He may not, however, have been educated in a manner that will increase his social, political, and economic worth in general American society. Although we support the establishment of a program leading to an A.A. degree in Black Studies, because we believe that a few students, Black and White, should perhaps be trained in such a relatively narrow field, we would counsel most of our students, especially Black students, into majors of wider applicability. We want to aid in turning out not only Black artists, writers, and musicians, but also Black (and White) chemists, accountants, linguists, historians, welders, mathematicians. Only in this manner can we honestly serve the cause of education with dignity, balance and professional excellence.

4. EVALUATION OF NON-CURRICULAR DEMANDS.

Since many of the current demands of the Black Students Union touch on matters beyond the pale of the classroom, it might be argued that the Academic Sentate, commenting on such demands, is venturing beyond its realm of competence and responsibility. On the contrary, we of the Academic Senate, having struggled to achieve a greater voice for teachers in policy and decision making processes, feel uniquely qualified to speak out on the subject of student participation in such matters.

In general, we favor a system of school governance that couples authority with responsibility; and we have constantly worked for a broadening of the base of such power. We support the present trend in community colleges for direct and active participation by teachers and students in the formulation of policy and in the making of decisions, including those dealing with personnel. We would, for instance, support the Black Students Union and other student and teacher organizations in their desire for more than mere token representation in the councils of power; but we would not sanction the activities of itinerant pressure groups, who lack the virtue of a continuing commitment to sound education and the overall functions of El Camino College.

Unanimously Approved by The Academic Council
April 22, 1969

Irwin W. Boxer, President

FRESNO CITY COLLEGE

Fresno, California

[The following articles were printed in an unidentified newspaper, undated.]

BLACK STUDENTS GAIN THREE POINTS AT FCC

Three major points have been won by members of the Fresno City College Black Students Union following a three and a half hour discussion with college president Clyde McCully, yesterday.

McCully is preparing a summary of the marathon session, but did agree on these items to give further recognition to the minority group.

1. The college will seek more financial aid for students from a variety of sources, including both public and private funds.
2. There will be a broader base for student participation on the Student Conduct Committee, the group with rules on penalties handed out to students who violate administration procedures.
3. Black Students will be given a greater voice on a variety of other committees such as the panel which helps select the curriculum to be offered at the school.

Yesterday's meeting was the outgrowth of a series of demands presented the president and based on his replies to them on May 12, 1969.

There was an air of general concurrence in the results reached during the talks which were attended by a representative of the State Center Junior College Board of Trustees and an assistant superintendent from within the district.

Despite the fact that colleges within the district have been directed to answer no future demands until the administration and the board of trustees have developed procedures to be followed in future demands, McCully said he had made a prior commitment to respond to the students.

No mention was made in the preliminary statement following the meeting about the fire bomb tossed inside a room sometime Monday night. The flames only scorched the area where it landed. Another failed to penetrate the window at which it was tossed.

In still another development, a rally is called for 3 p.m. today in front of the college district's offices at 924 N. Van Ness Avenue. This activity is to protest suspension of the school's newspaper because of a picture using three Negro children to depict the symbolism of see no evil, hear no evil, speak no evil. Publication was suspended after black students objected.

FSC JOURNALISM UNIT CUTS TIES WITH PAPER

The Fresno State College Journalism Department today announced it is severing its relations with the Daily Collegian, the student newspaper, at the beginning of the fall semester.

Dr. Paul V. Sheehan, chairman of the department, notified Dr. Harold E. Walker, deputy president, this morning of the department's decision. Sheehan said a vote of the faculty was unanimous to cut the ties between the department and the school's five-day-a-week newspaper, published by the FSC (student) Association.

The department's action came after minority students were given complete control of one issue each week of the Daily Collegian. Negroes and students of Mexican descent will publish one issue on alternating weeks beginning in the fall.

Sheehan said the department is not opposed to a separate newspaper which could be published by minority students or a supplement to the Daily Collegian if the supplement carried a separate nameplate and masthead.

"However, we are opposed to any measure which would infringe on the integrity of the Daily Collegian." Sheehan said, "and we will always be opposed to takeover of a student newspaper by any group..."

FSC JOURNALISM UNIT CUTS TIES WITH PAPER (Cont.)

Students in the journalism department get academic credit for a course in advanced reporting. Most of the items written in the class are used in the newspaper. Stories written in the class next year will not be used in the Daily Collegian.

Sheehan said the department now will concentrate its efforts on expanding a laboratory newspaper which was started on a small scale this year. The paper will be strictly for instructional purposes, he said, and will not be a competitor to the Daily Collegian.

Advisors Agree

Sheehan said the department's advisory committee, comprised of newspaper editors and publishers throughout the San Joaquin Valley, concurred in the decision to cut the ties with the student newspaper.

Sheehan's letter to Walker said a campus newspaper best serves readers if it remains independent.

"If its freedom to report and comment on issues is subject to the 'push and pull' of political pressure groups, its value is soon diminished," he said.

"A good newspaper will rarely win a popularity contest. It does not exist for that purpose. It is frequently the target of those who disagree with its editorial policies. Unless it can withstand efforts to curtail its independence, it soon finds it is the prisoner of whatever political groups happens to have the most influence at any given time. When that happens, its value is gone."

[The following article was printed in the Daily Sundial dated May 16, 1969.]

Senate Will Vote Again

BOP RESUBMITS BRONSON

By John Lander, Staff Writer

The Board of Publications passed in executive session Thursday a motion to resubmit the nomination of Fred Bronson as fall semester editor of the Daily Sundial to the Associated Students Senate.

Bronson's nomination was rejected Tuesday by the A.S. Senate and under the nomination procedure of the BOP, Bronson's name can be submitted a second time. If the senate again rejects the nomination it goes to Acting President Malcolm Sillars for approval.

The motion, originally proposed by BOP member Dr. Helen Giedt and later revised in the form of a substitute motion by Dr. Kenneth Devol, associate professor of journalism and a member of the BOP, contained three main points: 1) That the nomination of Fred Bronson be resubmitted to the A.S. Senate, 2) That the BOP consider such a resubmission to be the second one and 3) That if the Senate refuses to approve the nomination that the BOP request its chairman to immediately forward it to the president for final determination.

The BOP stipulated that the resubmission be considered the second such submission to the senate to avoid the possibility of a continuing cycle between the BOP and the senate.

A.S. President Glenn Mahler objected to what he termed "innuendos" in the original motion proposed by Dr. Giedt suggesting that the rejection of Bronson was a part of his "personal vendetta" against the Daily Sundial.

Mahler justified the six-part Senate resolution issued Tuesday that stated the senate would not consider a re-submission and if the BOP did not submit another nomination by the second week of the fall semester and "adhere to the stipulations set down by the A.S. senate" then all A.S. funds to the Sundial would be terminated.

"The Board of Publication and the journalism department continues to refuse to exercise any control over the Daily Sundial," Mahler said.

Daily Sundial Advisor, Herschel M. Wilson, countered Mahler's statement arguing the journalism department and BOP had refused to exercise censorship, not control over the paper.

A.S. President-elect Larry Labovitz spoke in behalf of Bronson's acceptance stating "this decision must be made before I come to office." Labovitz criticized the A.S. senate and Mahler for "diminishing Fred Bronson's integrity by using him as a scapegoat for the errors of past editors."

Labovitz said he thought Bronson would make an excellent editor and asked the BOP to consider submitting his nomination to the senate a second time. "I endorse Bronson and hope that we can work together, not apart," said Labovitz.

Labovitz stated he did not want the college president to have to make the final decision saying if such an event occurred it would make student government

BOP RESUBMITS BRONSON (Cont.)

useless. Labovitz emphasized he would move to have student government abolished if it could not decide matters such as Bronson's nomination.

Dr. Richard E. Trueman, associate professor of business and economics denounced Bronson's nomination contending he had not reported in an objective manner while working on the Daily Sundial.

Referring to a four part "analysis" article on the San Francisco State College student strike, Trueman argued Bronson was neither qualified editor or an objective journalist.

Trueman accused Bronson of making "racist statements" in referring to San Francisco State President S. I. Hayakawa as a "yellow Uncle Tom".

Bronson, in reply to Trueman's charge, said he would stand behind everything he had said in the articles, but that the phrasing of "yellow Uncle Tom" was a mistake.

Julius Fuller, A.S. Deputy Attorney General, supported Bronson, arguing, "no man is above mistakes, nor can be perfectly objective all the time."

Labovitz also defended Bronson's treatment of the San Francisco State articles citing the fact that they were written under great tension during trying times. Labovitz agreed some mistakes had been made but asked "can we not now learn from our mistakes?"

Trueman again attacked Bronson, alleging there had been more than "no small coincidence" that a quarter-million dollar fire in the Valley State Administration building occurred just a few days after Bronson published the last of the San Francisco State articles.

Dr. Blake, BOP Chairman, in a discussion after the meeting, said if the senate rejects the nomination a second time and it goes to the president and is rejected, he would submit his resignation from the BOP.

STATE CENTER JUNIOR COLLEGE DISTRICT
FRESNO CITY COLLEGE
1101 E. UNIVERSITY AVENUE
FRESNO, CALIFORNIA 93704

May 12, 1969

Miss Bonnie Calvert
President, Associated Students
Fresno City College

Dear Miss Calvert:

Last Thursday afternoon officers of the Black Student Union presented to me a statement of demands to which I have prepared the attached response. You will note in the cover letter that the Colleges of the State Center Junior College District have been directed by the District administration to answer no future demands until the administration and Board of Trustees have developed procedures to be followed. For your information and reference, a copy of all pertinent material is attached.

I hope that you and the members of the Student Council will take the opportunity to study this material carefully. Several important issues are raised. Please be assured that I am available to discuss these issues with you and the Council should you care to call on me. The administration would, of course, welcome any comments or recommendations that the Council may wish to make in connection with the demands presented.

Very truly yours,

Clyde C. McCully
Clyde C. McCully

CCM:es
cc: Merle L. Martin
Doris N. Deakins
David H. Hendrickson
Gerald D. Cornwell
Carl D. Waddle
Larry E. Kavanaugh

May 12, 1969

Response to Black Student Union Demands

On Thursday, May 8, 1969, officers of the Black Student Union presented to me a ten-point statement of demands. Exactly one week earlier I was presented with a statement of demands from another campus organization representing students from another minority group. In studying those demands and in preparing my responses to them, I tried to relate each demand to the College's mission, resources, and procedures in the hope that this approach would yield realistic and positive replies. The same approach has been used in preparing my replies to the demands of the Black Student Union. Again, it must be understood that these replies represent the position of the College President only and do not necessarily carry the approval or support of others involved in the College decision-making process; however, as I have stated before, I am convinced that the College staff shares a general and unusually strong commitment to the development of appropriate college programs and services for minority students.

In an earlier report to minority students, I made the following statements, both of which are pertinent to my response to the demands presented by the Black Student Union:

> The College is sensitive to the special needs of . . . students from minority groups and is actively engaged in a variety of special efforts to serve them: a College committee on improving services to the educationally disadvantaged is meeting regularly to consider problems and make recommendations; attention is now being given to the development of a new careers program; and efforts are being made to improve and to develop further special curricular offerings in the field of ethnic studies. It is clear that much more can and must be done by Fresno City College to make the College experience more relevant to the needs of these students. It is, therefore, the responsibility of the College to take positive action in this direction. The . . . student demands have appropriately emphasized the urgency of this task.
>
> The demands . . . reflect, it seems to me, a deep concern for the goals of self-assertion, self-direction, and self-determination, all of which characterize the free man and reaffirm his individual dignity and worth. It is, I believe, the obligation of every democratic institution to recognize these goals and to commit itself to them. This includes community colleges generally and Fresno City College specifically. Within its legal limitations and in accordance with College and District procedures and policies, the College stands ready to work with its students and its community in the development of College services that will advance these goals.

Within the last forty-eight hours, the colleges of the State Center Junior College District have been directed by the District Administration to answer no future demands until the Administration and the Board of Trustees have developed procedures to be followed in dealing with all demands; however, since I had indicated that I would attempt to respond to the demands of the Black Student Union before this directive was received, I have proceeded in accordance with that commitment.

Clyde C. McCully
Clyde C. McCully
President
Fresno City College

1. AA Degree in Ethnic Studies

   The College has already approved one course in Afro-American culture. A committee of instructors and Black students will be appointed to evaluate the present course and to develop and recommend other needed offerings in Black studies. Mrs. Alma Palmer has agreed to serve as chairman. An investigation will be made in an effort to identify legal methods by which Black students may participate in the screening of applicants to teach in the Black studies program. Enrollment in City College courses is open to all qualified students. There is no provision in law for restricting enrollment to students on the basis of ethnic origin.

2. Class Enrollment

   The College attempts to provide courses needed and desired by City College students. Except for course prerequisites, opportunity for enrollment in these courses is limited only by the availability of qualified instructors, space, and funds.

3. Robbery of Blacks by Whites

   The College is committed to the development of individuals with a sense of responsibility to their community.

4. Educational Facilities

   Steps are being taken to assure adequate educational facilities for all programs at City College. The plan for this construction program has been approved by the Board of Trustees and action has already been taken to make possible the purchase of land needed to make redevelopment of the campus possible.

   The administration is prepared to authorize installation of a BSU bulletin board in the entrance to the cafeteria as an alternative to the installation of a bulletin board in the coffee shop. Cafeteria and coffee shop facilities are already overtaxed. The alternative is suggested to avoid increasing the problem of congestion in the coffee shop.

5. Black Studies

   The assignment of personnel is an administrative responsibility and assignments must be made in accordance with State law. However, changes in the law are now being made to provide more flexibility in employing persons from minority groups. Mrs. Alma Palmer has agreed to serve as lead teacher in the development of the Black Studies program and arrangements have been made to reassign her to this project no less than half-time beginning fall semester, 1969. As indicated under Item I above, a committee of Black students and other professional staff members will be appointed to assist Mrs. Palmer in this work.

6. Student Grievances

A College committee is now working on the development of student grievance procedures. Before adoption of these procedures, they will be referred to student representatives for their review and comment. Students are now encouraged to bring their grievances to the attention of the administration so that appropriate investigation can be made.

7. Restriction of Police and Special Agents

The College is designed to function with minimum involvement of police and other law enforcement agencies. There is, however, need for some security, especially during the evening hours, to provide for the protection of College equipment and campus facilities. In times of emergency involving the safety of individuals, there is, of course, the obligation of the College to call for police assistance.

8. Reinstatement of Students

Students are dropped from the College rolls in accordance with established policies, all of which have been developed in full recognition of due process of law, including the right of appeal.

9. Trial by Jury

Present District policy on Student Conduct and Discipline provides for appeal to a campus Committee on Student Conduct should a student desire to have the facts in his case reviewed and action taken reconsidered. The Committee is composed of students, faculty, and administration. When necessary, consideration can be given to increasing the Committee to include adequate minority group representation.

10. Power, Justice, and Peace

Student influence in the College decision-making process is actively sought. Throughout the College operation, student representation is being added to major committees and councils, and other arrangements to provide for student involvement are being studied.

[Presented May 8, 1969]

BLACK STUDENT UNION DEMANDS

May 1969

We want an education for our people that exposes the true nature of this decadent American society. We want an education that teaches us our true history and role in the present day society.

We believe in an educational system that will give our people a knowledge of self. If a man does not have knowledge of himself and his position in society and the world, then he has little chance to relate to anything else.

1. WE WANT FREEDOM. WE WANT POWER TO DETERMINE THE DESTINY OF OUR SCHOOL.

   We believe that we will not be free within the schools to get a decent education unless we are able to have a say and determine the type of education that will affect and determine the destiny of our people.

   AA Degree in Ethnic Studies to be started by September, 1969.

   A 15-member committee made up of Black students, elected by Black students, to sit in on the hiring of any Black instructor. This committee to be elected before June 1, 1969. The committee, by unanimous vote, would have full veto power over the hiring of Black faculty and administration.

   No less than four fully accredited courses in Black Studies offered to all Black students at Fresno City College by September, 1969. These classes to be open to Black students only. Black courses shall not be closed until every Black student who desires is enrolled.

2. WE WANT FULL ENROLLMENT IN THE SCHOOLS FOR OUR PEOPLE.

   We believe that the city and federal government is responsible and obligated to give every man a decent education.

   Absolute assurance by Fresno City College administration that enrollment will not be closed in any class until everyone who desires to take the class has been signed up to that class.

3. WE WANT AN END TO THE ROBBERY BY THE WHITE MAN OF OUR BLACK COMMUNITY.

   We believe that this racist government has robbed us of an education. We believe that this racist capitalist government has robbed the Black Community of its money by forcing us to pay higher taxes for less quality.

4. WE WANT DECENT EDUCATIONAL FACILITIES, FIT FOR THE USE OF STUDENTS.

We believe that if these businessmen will not give decent facilities to our community schools, then the schools and their facilities should be taken out of the hands of these few individual racists and placed into the hands of the community, with government aid, so the community can develop a decent and suitable educational system.

We shall install a bulletin board in the Coffee Shop for the use of our students.

5. WE WANT AN EDUCATION FOR OUR PEOPLE THAT TEACHES US HOW TO SURVIVE IN THE PRESENT DAY SOCIETY.

We believe that if the educational system does not teach us how to survive in society and the world it loses its meaning for existence.

Alma Palmer shall be named as Department Head of the Black Studies to begin in September, 1969. She shall have full charge of developing curriculum for all courses in Black Studies.

Creation of committee of five students to be elected by our students to work on curriculum needs of our people. This committee to work with Alma Palmer beginning June 1, 1969. These six people shall decide name of courses, content of courses, time schedule of courses, instructors to be used, guest speakers for classrooms, and anything pertaining to development of these courses.

Special provisions shall be made by the administration of Fresno City College to adjust Alma Palmer's summer school schedule so she may attend "Institute for Junior College Teachers of Disadvantaged Students from Urban Ghettos" to be held at San Francisco City College from July 7 to August 1, 1969.

6. WE WANT ALL RACIST TEACHERS TO BE EXCLUDED AND RESTRICTED FROM ALL PUBLIC SCHOOLS.

We believe that if the teacher in a school is acting in racist fashion then that teacher is not interested in the welfare or development of the students but only in their destruction.

Formation of special committee consisting of 1 administrator, 1 faculty, 2 Chicano students, 2 Black students, 2 white students to review and investigate any charges of racism on the part of any instructor or administrator. To be in effect September 15, 1969.

7. WE WANT AN IMMEDIATE END TO POLICE BRUTALITY AND MURDER OF BLACK PEOPLE. WE WANT ALL POLICE AND SPECIAL AGENTS TO BE EXCLUDED AND RESTRICTED FROM SCHOOL PREMISES.

   We believe that there should be an end to harassment by the police department of Black people. We believe that if all of the police were pulled out of the schools, the schools would become more functional.

8. WE WANT ALL STUDENTS THAT HAVE BEEN EXEMPT, EXPELLED, OR SUSPENDED FROM SCHOOL TO BE REINSTATED IMMEDIATELY.

   We believe that all students should be reinstated because they haven't received fair and impartial judgment or have been put out because of incidents or situations that have occurred outside of the school's authority.

9. WE WANT ALL STUDENTS WHEN BROUGHT TO TRIAL TO BE TRIED IN STUDENT COURT BY A JURY OF THEIR PEER GROUP.

   The 14th Amendment of the U. S. Constitution gives a man a right to be tried by a jury of his peer group. A peer is a person from a similar economical, social, religious, geographical, environmental, historical and racial background. To do this, the court would be forced to select a jury of students from the community from which the defendent came. We have been and are being tried by a white principal, vice-principal, and white students that have no understanding of the "average reasoning man" of the Black Community.

10. WE WANT POWER, ENROLLMENT, EQUIPMENT, EDUCATION, TEACHERS, JUSTICE AND PEACE.

    As our major political objective, an assembly for the student body, in which only the students will be allowed to participate, for the purpose of determining the will of the students as to the school's destiny.

We hold these truths as being self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. To secure these rights within the schools, governments are instituted among the students, deriving their just powers from the consent of the governed, that whenever any form of student government becomes destructive to these ends, it is the right of the students to alter or abolish it and to institute new government, laying its foundation on such principles and organizing its power in such form as to them shall seem most likely to affect their safety and happiness.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes, and, accordingly, all experiences have shown that mankind are more liable to suffer while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and force, pursuing invariably the same object, reveals a design to reduce them to absolute destruction, it is their right, it is their duty, to throw off such a government and to provide new guards for their future security.

THESE DEMANDS ARE BEING PRESENTED THURSDAY, MAY 8, 1969, TO PRESIDENT McCULLY OF FRESNO CITY COLLEGE BY THE CAMPUS CHAPTER OF THE BLACK STUDENT UNION. WE CHARGE THE ADMINISTRATION WITH AN ANSWER TO THESE DEMANDS NO LATER THAN MONDAY, MAY 12, 1969, at 9:00 A. M.

May 20, 1969

To: Certificated Personnel

From: Clyde C. McCully

Subject: Summary of Meeting with Members of the Black Student Union

When I met with members of the Black Student Union on Tuesday, May 13, to review their demands and my replies, it was agreed that a summary of our discussion should be prepared and made available for distribution. Attached for your information and reference is a copy of this summary. Should you have any questions or comments about the information included, I would be pleased to discuss them with you.

CCM

CCM:es
cc: Stuart M. White, Superintendent

May 20, 1969

Summary of Meeting with Members of the BSU

The purpose of this statement is to summarize and comment upon a meeting held on Tuesday, May 13, 1969, at which demands recently presented to the College President by the Black Student Union were discussed. Present at the meeting were:

Danny Golden, President, BSU
Larry Kavanaugh, Public Information Officer, FCC
Wanda Marshall, BSU
Merle Martin, Dean of Students, FCC
Ruth McCarthy, BSU
Clyde McCully, President, FCC
Alma Palmer, Adviser, BSU
Garland Peed, Assistant Superintendent, SCJCD
Baxter Richardson, SCJCD Board of Trustees

Other BSU members were in attendance at various times during the meeting.

DEMAND #1

The discussion revealed several dissatisfactions with the present Afro-American culture course. Several of the complaints were known to the administration and it was noted that a full evaluation of the present course is in progress. Dr. McCully said that already recommendations have been received for substantial revision of the course. Specific mention was made of the present segmental arrangement calling for the students to relate to several different instructors and to purchase a variety of instructional materials. Excessive work load in the course was also mentioned. The students expressed a clear desire to be able to make plain to professional staff members the way in which courses are actually failing to reach objectives. The importance of the students' contribution to course and program development was emphasized; however, no suggestion was made that the Board of Trustees and the professional staff of the College could or should abdicate their basic authority in this area.

It was generally agreed that a serious effort would be made to offer an AA Degree program in ethnic studies on the earliest possible date. The desire for the AA Degree related to the demand for four fully-accredited courses in black studies to start in September 1969. The practical difficulties involved in achieving this were pointed out to the students. Although Mrs. Palmer indicated her willingness to work on the development of these courses, it was noted that if she worked day and night from now until September 15, it would hardly be possible in view of the time required and the procedures to be followed to complete all the work involved by September. It was pointed out that to be fully-accredited courses must be approved not only in the College but by the Board of Trustees and the State Chancellor's Office as well. The students noted that similar courses are now in existence at other institutions. It was suggested that the College might obtain materials from these colleges that would be useful in speeding up development of the program at Fresno City College. The students quickly emphasized that they are not interested in carbon copies of other courses but would rather be involved in the development of courses that would meet the particular needs of black students at FCC. The students called attention to the differences in values that should be recognized in the development of the black studies program. Particular mention was made of the importance of community service over economic gain. A strong altruistic desire to help those of their own group who are less fortunate was expressed. Suggested as possible courses of the AA Degree program in black studies were black sociology, black history, black art. The administration gave assurance that every effort would be made to create a much improved program as rapidly as possible.

The problem of recruiting acceptable instructors to teach in the black studies courses was discussed. It was pointed out that the Board cannot and should not abdicate its responsibility in this area. The interest of the students appeared to be that of seeking ways to assure that an improved program of black studies will be available. Particular attention was given to the subject of black identity in the discussion of instructors for the program. President McCully made it clear that any students involved in the screening of applicants to teach in the black studies program could not have access to the applicant's confidential files. The students disclaimed any desire to do this but indicated an interest in being involved in the oral interview. President McCully indicated that he would call upon the Chancellor's Office for advice as to procedures by which student involvement in the employment of instructors could be achieved.

The desirability of all black enrollment in black studies classes was emphasized by the students. It was pointed out that this kind of class composition would enable the students to deal directly and frankly with issues of primary importance to black students. It was felt that the black students could not do this effectively in the presence of white students. Dr. McCully pointed out that under the Civil Rights Act it would not be possible to deny any student access to a class because of race. This point was also emphasized by Mr. Richardson. It was noted, however, that in the interest of seeing to it that the courses fulfill their intended function, arrangements to assure that the black students who desire the courses are able to register for them are justified. It was agreed that further investigation would be made of this point in an effort to determine the legality and feasibility of enrollment procedures to accomplish this.

DEMAND #2

The discussion disclosed an immediate concern with the need for effective counseling that will reach down into the high schools and even the junior high schools to help young people stay in school and to convince them that they can and should go to college. An immediate need was identified for a strong counseling effort in institutions with so called disadvantaged students. It was pointed out that the students need help in finding their way around, learning about instructional procedures, and achieving successfully in their studies. Note was taken of the limited achievement level of black high school graduates. No specific commitment to extended counseling programs was made but the administration indicated its desire to make the counseling effort fully effective and in this connection was striving to employ counselors with backgrounds of particular relevance to City College minority students. Also mentioned was the possibility of developing counselor aide services.

The students pointed out that in many instances they have been unable to enroll in classes that they needed and desired because all classes in these areas had been filled. Mr. Richardson reported that he had also received complaints of this kind from the community. The administration acknowledged that this had indeed been occurring during recent semesters as a result of heavy enrollment and that the opportunities were limited by the number of instructors available and the facilities to house needed classes. Although no immediate solution to this problem was recognized, there was discussion of the need to press the State and Federal governments for stronger support of junior college programs. At this point, the discussion turned to the need for student financial aid. The students emphasized that many of them needed access to financial aids in order to continue their studies. The program of work-study and economic opportunity grants was reviewed. Mr. Peed reported that through the efforts of the financial aids officer at City College an application for financial aid in excess of $200,000 was submitted; however, heavy cuts in these requests had been made by the Department of Health, Education, and Welfare. The present authorization is in an amount slightly less than $50,000 for the next school year for both work-study and economic opportunity grants. An effort is now being made to get the authorization revised upward. The students pointed out the need for a full-time financial aids counselor. There was general agreement on this point and Dr. McCully reported that he was working on obtaining approval of a full-time assignment in financial aids for next fall.

Dr. McCully reported on an experimental program scheduled for this coming summer. The program is intended to prepare disadvantaged students for success in college. The students felt that the program would not reach enough of the students who should have this experience and that a stronger effort must be made with high school students.

DEMAND #3

Discussion of this item was general in nature and the students themselves stated that the most relevant points had been covered in the discussion of Demands 1 and 2. The students did, however, convey strong feeling that the black community was entitled to quality service in education as well as other areas and that it was their intention to press for this quality.

DEMAND #4

The students presented their case for the bulletin board in the coffee shop and after discussion it was agreed that the installation of the board would be authorized.

DEMAND #5

The students indicated that this demand had been substantially covered in the discussion of Demands 1 and 2. The question of a department head for black studies was raised. Dr. McCully pointed out that Fresno City College does not have departments and department heads and that the College is organized on a division basis. There was, however, understanding that Mrs. Palmer would be in charge of the development of black studies courses and would be reassigned no less than half time to teaching in this and related fields. He also indicated that he would consult with Mrs. Palmer in the appointment of an appropriate committee to assist in this work.

DEMAND #6

In this discussion, the students communicated a feeling that black students were being discriminated against in grading. There was a discussion of the steps that a student might take if he were dissatisfied with his grade. It was made absolutely plain that while a student could appeal to the division dean and from him to other school authorities and that these persons could certainly discuss the grievance with the instructor, the ultimate decision on grading would be in the hands of the instructor. On the subject of other grievances, alledged racist incidents in particular, Dr. McCully pointed out that we live in a society of many groups and that from time to time incidents will occur. Specific complaints can be brought to the attention of the division dean or other administrative officer and an investigation will be made. There was no agreement that a specific committee would be appointed to "try" employees or students. Dr. McCully did report that a College committee is now working in an effort to improve grievance procedures and that these procedures will be in effect beginning with the fall semester.

DEMAND # 7

President McCully pointed out that the campus was designed to function with a minimum of police involvment. He noted that two campus security guards have been employed to protect College equipment and facilities. Dr. McCully did make it clear that in the event of threat to personnel and property, the police must be used.

DEMAND #8

Dr. McCully noted that students are dropped from the College rolls in accordance with established policies, all of which have been developed in recognition of due process of law, including the right of appeal. He alluded to the present Board

Policy on student conduct in which issues are enumerated and disciplinary actions defined. He noted that the policy calls for the appointment of a committee consisting of administration, faculty, and students to consider appeals. Students may further appeal from the action of the committee to the President of the College. It was agreed that serious consideration would be given to providing for a larger student representation on this committee.

DEMAND #9

It was agreed that this item had also been discussed under Demand #8.

DEMAND #10

By and large this demand had been discussed under other items. Dr. McCully noted that the College is now involved in a general effort to include student participation in College decision making procedures, including appointment to major College committees.

Clyde C. McCully
President
Fresno City College

STATE CENTER JUNIOR COLLEGE DISTRICT

A STATEMENT OF THE BOARD OF TRUSTEES REAFFIRMING ITS POSITIONS ON EDUCATIONAL PROGRAMS AND SERVICES

In carrying out the requirements of the State Constitution, the California State Legislature has established a statewide system of public community college education based upon the principle of local control vested in elected Boards of Trustees. These local boards are charged with specific responsibilities and are granted the authority to carry them out.

The Board of Trustees of the State Center Junior College District declares its intention to serve effectively and conscientiously in carrying out what, in its judgment, is the will of the citizenry of this District.

The Board of Trustees welcomes the opportunity to review and discuss through proper channels recommended changes and additions to the educational program proposed by members of the community, staff, and student body. To be favorably considered, however, proposed changes and additions must be determined by the Board of Trustees to have validity in respect to the needs of the student, the community, and society as a whole.

While accepting and, in fact, soliciting opinions and suggestions concerning programs and services offered by the District's colleges, the Board of Trustees expects acceptance of the following obligations by students and all other persons who present recommendations:

1. Take full advantage of the educational opportunities already available.
2. Give evidence of genuine concern for a just society by recognizing and respecting the rights of others.
3. Show faith in the democratic process by contributing to the "hard work" that goes into making a democracy function to the benefit of all citizens. This would include the willingness to serve on committees and councils charged with the responsibility of developing sound recommendations for improvement of college programs and services and to advance these recommendations in accordance with accepted procedures for accomplishing change.
4. Recognize that this District's institutions function in accordance with democratically-evolved state, federal, and local laws and that these laws, as well as prevailing financial limitations, constitute boundaries within which the Board operates.

Furthermore, in assessing the will of the electorate, the Board will at all times keep in view the total needs of the entire community served by this District. Therefore, the recommendations of any one individual or group must and will be evaluated in the light of such total needs.

The Board of Trustees subscribes fully to the statements of philosophy and purpose which appear in the Reedley College and Fresno City College catalogs, including the following excerpt:

> This institution's ". . . educational philosophy, conceived in its broadest terms, is that of providing for students those educational opportunities and services which are deemed significant and necessary by the requirements and laws of a free society, by the common standards of higher education, and by the social and economic demands of the community."

Even though not specifically stated above, a clearly implied responsibility—and a traditionally-accepted one by junior colleges—is the provision of programs and services to meet the special needs of persons with limited educational background and achievement. The Board of Trustees is aware of and shares the increasing concern in our society today for the needs of disadvantaged persons and feels that problems faced by these persons—and, therefore, by the society of which they are a part—can best be met by appropriate programs of relevant educational opportunities and services.

In conclusion, this Board of Trustees wishes to reaffirm that,

1. The Board is aware of the need for special programs and services for students of limited educational background and achievement. The Board is, of course, obligated to insure that all such programs are valid in relation to the total needs of the student, the community, and society as a whole.

2. The Board will always endeavor to obtain information and opinion from many sources; however, it must remain cognizant of its responsibility to the community constituting the State Center Junior College District to retain the control and authority over the affairs and property of the District imposed upon the Board by law. The Board cannot accept coercion, vandalism, and violence, and/or threats of coercion, vandalism, and violence as means of bringing about or opposing change in educational programs and services, or as means of interfering with or affecting the procedures for such change.

ADOPTED BY THE BOARD OF TRUSTEES: May 22, 1969

LOS ANGELES CITY COLLEGE

Los Angeles, California

TO ALL THE BLACK STUDENTS OF LACC

During the past two years, the BSU has worked tirelessly on behalf of the Black population of LACC. It seems as though many students are not aware of the activities and projects we have undertaken in your behalf. This paper is to inform the uninformed about the existing situations on LACC's campus.

AFRO-AMERICAN STUDIES CURRICULUM:

BSU is proud to have been the first to initiate action toward this most needed and most revolutionary project. The administration has reluctantly conceded to BSU demands to break the ice on a project even they feel is a necessary and worthwhile change. Our contacts with the administration have been characterized by repeated insincerity and downright dishonesty. BSU has attempted to deal honestly and sincerely with the administration on all matters because we are sincere in our fight to solve the problems imposed on us and all Black people by racist white America. When we are met with lies and deceit, we are confronted with a situation that calls for different tactics.

CALL TO BLACK STUDENTS

With the deaths of five brave freedom fighters such as Nat Turner, Marcus Garvey, Malcolm X, Martin Luther King, and recently, young brother Bobby Hutton of the Black Panther Party, we feel that the time for Black people to stand up has come. Black students can no longer stand under the guise of individuality while brave Black brothers are dying so that you will have jobs when you finish college and try to assimilate into the White world. The time for unity is now!!!!!! Below are a list of demands to the administration. We call for solidarity, unity and support from all Black Students, and those concerned and responsible whites, (there are some.) This is not BSU's cause but the cause of all of us. Come to your BSU meetings and voice your opinions. Support the actions of BSU openly and actively. It is your organization. If these demands are not met we will call on all to support us in whatever action we collectively decide upon. THE TIME IS NOW!!!!!!!!!!!!

BSU DEMANDS

Institution of Afro-American Curriculum--with Black Teachers since they are the Only ones able to relate in a significant manner.

2) Immediate removal of Mr. Ewing (a white man) from the "Negro" History course. The man is not ready and brothers are failing in his class because they refuse to accept his racist concepts.

3) Immediate investigation into racist policies reported by Black students in the Theatre Arts, Broadcasting, and Photography departments, and the removal of all racist policies and instructors.

4) Immediately employ Black instructors and counselors in relationship to the proportionate number of Black Students.

5) Install a wider variety of books, magazines, and periodicals in the school library.

6) Removal of racist Mr. Harrison from History of Africa...This man has argued favorably toward the racist South African regime, where slavery of Black people is the official policy...........is that racist????????

7) More even distribution of funds allocated by student government for entertainment and benefit of Black students.

8) Stoppage of dismissals and failures of Black students by some teachers, for exhibiting racial pride in classrooms.

9) Investigation into discriminatory practices in on and off campus employment.

10) Immediate institution of programs to bring Black speakers who can articulate and define the problems facing Black people in White America...This would benefit all students.

THIS IS 1968; THESE THINGS HAVE GONE ON TOO LONG...MARTIN LUTHER KING AND OTHER BRAVE BROTHERS DIED FOR US...........IN VAIN???????

IT'S UP TO YOU TO DECIDE

POWER TO THE PEOPLE.............BLACK POWER TO BLACK PEOPLE.....

LOS ANGELES CITY COLLEGE BLACK STUDENTS UNION

12/13/68

BSU AND MASA DEMANDS

1.
   - A. Developmental Studies will be replaced by a tutoring program, which the administration will provide with a salary of $2.00 per hour. For student tutors, priority should be given to minority students.
   - B. That no student be required to take English 21 more than once with a grade of "C".

2.
   - A. The establishment of a Black Studies Department, with a black man as the chairman and director of the department.
   - B. The establishment of a Third World Studies Department to be headed by a minority instructor.
   - C. That the administration make an effort to bring in federal money for educational and cultural programs designed by BSU and MASA.

3. The hiring of a black head coach for the football team.

4. Eliminate police brutality to black and chicano people and no arrests to be made of any students, on this campus, for whatever reasons.

5.
   - A. Discrimination in the Theatre Arts department must be stopped now! At least one production of a minority play, representative of each ethnic group each semester.
   - B. That discrimination in Speech classes of students, speaking in idioms be stopped, and that minority students be allowed to speak on minority affairs without being penalized with lower grades.
   - C. The degradation of black students by racist instructors with their de-humanizing tactics must cease to exist within the framework of this institution.

6. The hiring of more faculty and administrators to represent proportionately the number of black and brown students on campus.

7. The immediate establishment of a review board of students to review the policies of faculty members on this campus.

8. We demand a public statement by the administration in support of the students at San Francisco and Valley State Colleges, to put an end to the political exploitation of the student activists on these campuses.

RALLY HELD IN SUPPORT OF DEMANDS-DECEMBER 13, 1968

The Black Students Union at Los Angeles City College held a rally Friday, December 13, 1968, in support of a list of 8 demands that were presented to Dr. Gooder (President of Los Angeles City College) by John Buchanan, chairman of the Black Students Union.

Los Angeles City College's administration is reviewing the demands and is supposed to make a decision on Friday, December 16, 1968.

Alex Margia, MASA's chairman opened the rally by explaining the demands and stressing the need for them to be met. Imani spoke next and was followed by a host of other speakers including sister Arinnita and brother Archie Chapman from San Fernando Valley State College, who are awaiting trial on trumped up felony charges ranging from kidnapping, assault with a deadly weapon to 21 other ridiculous charges stemming from their protest on the campus at San Fernando Valley State College, Nevember 4, 1968.

In essence the Black Students Union from San Fernando Valley State College urged Black Students to ban together to present a unified front.

The rally ended when Dr. Gooder came down from the meeting at the request of the Black Students Union to address the group of interested students, as to his stand on the demands. On the back of this sheet is the list of the 8 demands.

BLACK STUDENTS UNION---LOS ANGELES CITY COLLEGE

LOS ANGELES CITY COLLEGE

December 20, 1968

RESPONSES TO REQUESTS MADE ON FRIDAY, DECEMBER 13, 1968 BY BSU AND MASA

I.

A. Replace Developmental Studies by a tutoring program which the administration will provide with a salary of $2.00. For student tutors, priority should be given to minority students.

The present tutoring program was made possible by the Developmental Studies Program. It was expanded to three more departments in September. Tutoring will be expanded as much as possible next year depending upon the funds which can be obtained.

The Developmental Studies Program has helped many students. On December 19, the College President received a petition with 149 signatures of people in the Developmental Studies Program asking that the program be continued. The tutoring program has helped many students also. It is not yet known which program is most helpful or if a combination of the two is best for students. It would be terribly unfair to students to eliminate a program that is now helping many until there is proof that another program is better.

Both approaches are now being evaluated. In addition, the Director of Research has been asked to do a special study comparing the two programs. This study will include a special experimental tutoring program to be conducted in conjunction with the experimental student counseling program. A random selection of 25 to 50 students eligible for Developmental Studies will enroll in courses of their own choice and will be provided student tutoring and student counseling.

If these studies show that Developmental Studies should be replaced, it will be replaced.

B. That no student be required to take English 21 more than once with a grade of "C."

Since the College President does not determine course prerequisites, this recommendation was forwarded to the chairman of the English Department. He reports that the grading practices in English 21 were adopted to protect students. The "B" grade has always been equivalent to a "C" in other Los Angeles junior colleges. In this way students who did not need English 1 for the AA degree could complete their English requirements with a "C" in English 21. The "B" in English 21 has been considered realistic since most of the students going on to English 1 from English 21 have found English 1 quite difficult. The department is willing to go back to the grade of "C" for admission to English 1 if the student who doesn't need English 1 can be protected. They have, in fact, been planning changes in the basic English courses as a result of a study done by a faculty member last spring.

This change will require that a new course be provided for students who do not wish to take English 1 to meet degree requirements. On January 13 the department will meet to plan for this change. Both the new course and English 21 would be open to any student who selects them. English 21 would become strictly a course preparing students for English 1 and students would be eligible for English 1 with a grade of "C" or better.

2.

A. Establish a Black Studies Department with a Black man as the chairman and director of the department.

The Dean of Instruction met with teachers who teach courses in the Afro-American curriculum for their recommendations regarding this request. While they do not recommend the establishment of a Department of Black or Afro-American Studies, they recognize the need for coordination and development of the Afro-American Studies curriculum and unanimously recommend that the President appoint a Director of Afro-American or Black Studies who would be responsible for coordinating and developing the Afro-American or Black curriculum at Los Angeles City College.

Los Angeles City College was one of the first colleges in the state to develop an Afro-American curriculum. This is a logical next step to improve and extend that program.

B. The establishment of a Third World Studies Department to be headed by a minority instructor.

The Dean of Instruction met with teachers who teach in courses in the area of Ethnic Studies. Curricula in Asian Studies, Latin American Studies, and Mexican American Studies are presently offered. In addition, courses are offered in the areas of Japanese, Chinese, Arabic, and Korean languages and cultures.

Those present unanimously recommend the establishment of a group of faculty, administrators, and students to investigate the need for further development of curriculum in ethnic studies with emphasis on 'Third World Cultures." This group will consider and make recommendations about how the programs should be administered.

C. That the administration make an effort to bring in federal money for educational and cultural programs designed by BSU and MASA.

The administration will continue to work to find resources for educational and cultural programs suggested by any student group. The Office of College Development was established last spring for this reason. The Dean has worked with many faculty and student groups to find federal and other money to support new programs. BSU and MASA should take their proposals to the Dean of College Development.

3. The hiring of a Black head coach for the football team.

The students most concerned with this recommendation are the football players. The President met with members of the football squad on December 17 to get their opinions.

Forty of the fifty-three men on the roster were present and completed a questionnaire.

The coaches did not attend the meeting. The football players were asked to give any complaints they had about their treatment and to express their opinions about who should be our coaches and our head coach.

The response to the question of who should be on our coaching staff showed very strong support for the present staff. When asked who should be head coach, this season's head coach was named 2½ times more often than the second person. No one else was mentioned more than 2 times.

Any member of the football squad and every coach is welcome to see the questionnaires as may anyone else who has good reason to see them.

The results of the questionnaire show that the great majority of the football players are satisfied with the coaching staff and the head coach.

At the same time, it is appropriate that there should be more Black coaches on the staff. It is possible to add two Black coaches since one of this season's coaches will not be returning and one will serve as trainer next year. The Athletic Director and Head Coach will add two Black coaches and the staff will include three Black and two white coaches.

4. Eliminate police brutality to Black and Chicano people and no arrests to be made of any student on this campus for political reasons.

There has been no police brutality on this campus and students have not been and will not be arrested for political reasons. The President of the College cannot and should not prevent police from arresting those who violate the law by destroying property or causing or threatening bodily harm or preventing others from continuing their education or participating in activities of the College.

5\.

A. Discrimination in the Theater Arts Department must be stopped now. At least one production of a minority play, representative of each ethnic group each semester.

The College will investigate any charges of discrimination brought by students in the Theater Arts Department. Certain practices in voice training which were felt by some to suggest discrimination have been modified as a result of discussions with the Department last spring. No student is referred for remedial speech because of dialect.

Several very prominent Black and Mexican American actors and technicians in television, in motion pictures, and on the stage have been trained in our theater. Among Black alumni of the department are Bernie Hamilton, who played the lead in the movie "One Potato, Two Potato" and has been in several other movies, Charles Gordon, a producer and director in New York, Al Freeman who starred in "The Dutchman" on Broadway and in the movie, Don Mitchell who has a continuing role on "Ironsides," Morris Buchanan in Peyton Place and many others.

Work has been underway since last spring to meet the need for Ethnic Theater on the campus. Although all the dates and contracts have not been confirmed, the following Ethnic plays are already planned for Spring 1969:

1. East-West Players (Oriental)
   "The Medium" - End of January
2. ACT
   "In White America" - March 7 and 8
   A former Black LACC student is in the cast (Eileen Ramsey)
3. Watts Tower Theater Workshop
   Improvisation Theater preceded by film - April
4. El Teatro Campasino
   Grape Pickers Theater
5. American Indian Show

8. That discrimination in Speech classes of students speaking in idioms be stopped and that minority students be allowed to speak on minority affairs without being penalized with lower grades.

The College President has discussed these general complaints with the Speech Department faculty.

The Department has assured him that no student will be penalized for speaking on minority affairs and speeches will not be judged on political content if the speech meets the assignment.

The department members will make every effort to describe the exact nature of every assignment so there will be no misunderstanding on this point on the part of teacher or student.

Regarding speaking in idioms, the department members have asked the College President to explain that the speaker tries to communicate with his audience and may even change his idiom depending upon the situation. For this reason a well-trained speaker should be able to speak in various idioms. The President has asked the department to discuss this with each of their classes in order that an understanding be reached at the beginning about the nature of the audience the speaker wishes to reach.

As in the case of any department, the College will investigate any specific charges of discrimination brought by students in the Speech Department.

6. The hiring of more faculty and administrators to represent proportionately the number of Black and Brown students on campus.

   Extensive efforts are being made in this direction. Several minority teachers were added in September. More will be added in February. The number of minority teachers and administrators will be increased as rapidly as possible.

7. The immediate establishment of a review board of students to review the policies of faculty members on this campus.

   This has been referred to the President of the Academic Senate with the request that the faculty cooperate in developing procedures for a board that can handle student grievances and which will protect the rights of both students and faculty. The Senate President assures us that work will be started as soon as possible to develop such a procedure.

8. A public statement by the administration in support of the students at San Francisco and Valley State Colleges to put an end to the political exploitation of student activists on these campuses.

   It is not possible for the administration of this college to make judgments about events on specific state college campuses.

   The President of Los Angeles City College repeats what he has expressed many times that students have a right to express their grievances and their dissent and to participate in lawful demonstrations. At the same time, students do not have the right to destroy property or the rights of others nor to cause bodily harm or threats of bodily harm to others.

LOS ANGELES CITY COLLEGE

December 30, 1968

On December 20, 1968, the College President, the Dean of Instruction and the Dean of Students kept an appointment with representatives of the BSU and MASA to respond to requests made on December 13. Attached are the responses to the December 13 requests which had been prepared during the week. The students walked out during the discussion of Item 2 A which was a request for a Black Studies Department.

The College President made the following observations to the group before discussion began on the individual items.

1. It is not appropriate nor is it necessary to conduct the affairs of the college in such an emotional atmosphere and on such short notice. Suggestions from any student or group of students have been and are welcome and will be carried out when possible and appropriate. They will not be carried out when inappropriate regardless of threats and coercion.

2. Work has been under way on these issues for some time and a great deal of progress has been made.

3. Issues that affect thousands of students and hundreds of faculty members cannot be decided in an hour or so or, even, in a week and such decisions cannot be made without consulting the students and faculty members involved.

4. The administration has certain responsibilities which it must carry out. The faculty has other responsibilities which only it may carry out.

5. A great many people were consulted in the week between the time of the requests and the December 20 meeting. If further information and discussion are desireable, it is possible to arrange meetings with students, faculty members, and administrators who are concerned with the various issues.

LOS ANGELES CITY COLLEGE

January 3, 1969

TO: Members of the Faculty and Staff

FROM: Glenn G. Gooder, President

SUBJECT: CAMPUS ACTIVITIES

Many persons have asked what happened on campus on December 20 and what may be expected in the days ahead.

At 12 noon on December 20 a rally was generated in the quad area in support of a set of "demands" which had been presented one week earlier. Although tempers were short, reports indicate that thoughtful action by many dedicated members of the faculty and staff averted a seriously destructive incident. During the rally, an early attempt was made to lower the flags, but the flags were returned to their proper position. Later, the cord was cut and the flags came down. They were not trampled or desecrated in any way but were taken to a safe place.

At approximately 12:45 p.m., ten representatives of student organizations kept an appointment with the College President, the Dean of Instruction, and the Dean of Students to discuss requests made on December 13. Responses to these requests are attached for your information. Responses were prepared after consultation with faculty members involved and were reviewed in advance by representatives of the Academic Senate and by the College Deans.

A large group of people went from the rally to the Administration Building to learn of the responses. During the discussion of Item 2 A, the request for a Black Studies Department, the students left the meeting. They took the group from the Administration Building, and went to Holmes Hall 6. Discussion continued for approximately an hour, and then the meeting ended. Except that students found it difficult to get through the crowd for one class, the educational program of the college was not disrupted. As far as is known, there were no injuries and there was no damage to college property.

It should be no surprise that activities and unrest being generated at many colleges and high schools throughout the state may occur here. The question remains what it always has been: "How are we to respond to the appropriate and legitimate needs of students, and how are we to resist inappropriate requests and destructive actions?" We are prepared and intend to do both. (It may be useful to review the comments made to the Faculty by the College President on September 16. That analysis still seems pertinent.)

The Administrative Staff and representatives of the Academic Senate will be inviting many of you to participate in discussions and deliberations in the days ahead. We intend to continue our efforts to make Los Angeles City College relevant and responsive to the needs of all students. We intend, also, to protect the rights of all students to continue their education.

If, in the future, efforts are made to disrupt the regular program of the college, it is our responsibility to protect people and property and the educational program of the college. This will require that we not over-react; that we continue to meet our classes; that we resist the impulse to start, to spread, or to believe rumors; that we make accurate observations of incidents and prepare factual reports including identification of participants; and that we continue to maintain close contact with and to deserve the support of our students.

LOS ANGELES CITY COLLEGE

January 6, 1969

A STATEMENT REGARDING BLACK STUDIES

Los Angeles City College is quite willing to consider the desirability of establishing a Black Studies Department. It is necessary in this consideration to define what is meant by a "Black Studies" Department and what courses would be offered by such a department.

Consideration of this question will continue during the first week of January when the Academic Senate Curriculum Committee will be asked to meet with the Black Faculty members. Further discussions will be arranged with interested students, with representatives of four-year colleges, and with representatives of the community.

In the meantime, plans will proceed to appoint a Director of Afro-American Studies to coordinate and develop the present curriculum and to coordinate the investigation of the establishment of a Black Studies Department.

WHAT HAS BEEN DONE?

Los Angeles City College was one of the first colleges in the country to offer lower division courses in Afro-American History and in the History of Africa and has done so for several years.

Los Angeles City College was one of the first colleges in the country to offer an Afro-American Curriculum and a Mexican American Curriculum. It is one of the very few colleges in the country now offering degrees in Afro-American or Mexican American studies. Students, including representatives of BSU and MASA, serve as members of the Student Curriculum Advisory Committee and have participated in reviewing and developing the courses now offered.

Los Angeles City College was among the first colleges in the country to experiment with programs to help educationally neglected students compensate for their previous educational neglect. An extensive and growing student tutoring program has developed out of those experiments.

Los Angeles City College pioneered in the use of student counseling assistants with the help of a federal grant obtained last year. The overwhelming majority of student counseling assistants and of students being assisted in that program are minority students. The program is to be expanded this February.

A meeting will be held during the first week of January with a representative of a large foundation in an effort to get support for additional programs aimed at meeting the needs of minority students.

Representatives of Los Angeles City College have been working for several weeks with representatives of UCLA, Pasadena City College, East Los Angeles College, and Compton College to organize a joint effort to develop programs to meet the needs of minority students in the Los Angeles area. The Dean of College Development and the College President are arranging a special meeting of this group to explore questions involved in the establishment of Black Studies Departments.

QUESTIONS TO BE CONSIDERED

1. In what ways can the needs of Black students be served better with a separate department than with an orderly expansion of the existing interdisciplinary Afro-American Studies program?

2. How many Black students on the campus want a separate department? How many would take courses in such a department? What courses do they want? Which do they want offered in a separate department?

3. Which of our existing Afro-American courses would be included in such a department if it is established? Which would remain in existing departments? How is this to be determined?

4. What new courses should be established? Which would be offered in a separate department? Which would be offered in existing departments? How is this to be determined?

5. Would the teachers involved teach only in the Black Studies Department? If so, how would they be provided with a full teaching load?

6. How many units in a Black or Afro-American Studies major could a student transfer to a four-year college? How many units could be taken in the lower division?

7. Would such a department plan to develop transfer or non-transfer courses or both? Would developmental courses be offered in such a department?

8. Should courses for other minority students be offered in separate departments? Which courses; for which minorities?

LOS ANGELES PIERCE COLLEGE

Woodland Hills, California

To: The Faculty Date: April 11, 1969

From: Adeline Price, Sponsor - BSU

Subject: Is the Silent Majority Really Silent?

On Thursday, April 10, Dr. Martin designated me as advisor of the newly formed Black Student Union on the Pierce Campus.

My contacts with the members of this organization have convinced me that they are a sincere group of young people who plan to work constructively to uplift the educational standards of black people and to develop a feeling of racial pride and awareness of historical and cultural contributions which have been made by people of the black race.

Our objectives, however, will fail if we do not have the support of the entire Pierce family (administration, faculty, staff, and students - listed in alphabetical order).

The support we seek does not involve the expenditure of time or money. All we ask is an attitude of optimism, confidence, friendliness, and empathy towards our goals. Of utmost importance is your acceptance of us, free of preconceived ideas.

There is no such thing as a silent majority. Those of us who remain uncommitted exert a more powerful influence than the most vocal because we may command respect for our "sobriety." The raise of an eyebrow, a look of apprehension or disgust, a nod of disapproval can be as damaging as an articulation of distrust.

We ask, therefore, that the silent majority extend to us their blessings by expressing their optimism and support when asked about the BSU. It is better to say, "I do not know anything about the BSU, but those students I have met appear to be nice young people," than to say nothing and to plant the seed of distrust and fear in the heart of the questioner.

If my faith in these students is justified, the name of Pierce College will be identified as the campus where the BSU has a positive and constructive image.

If my faith is not justified, the students I have been designated to advise and the administration who have so designated me are aware that my resignation as sponsor will become effective as of the first day of BSU-initiated disorder.

I proceed with confidence.

LOS ANGELES PIERCE COLLEGE

April 21, 1969

To the Faculty

Thanks for your many notes and expressions of optimism and support for the Pierce College BSU.

It is such evidence of kindness which caused me, I am sure, to pique my colleagues on other campuses when I continually spoke so glowingly of Pierce.

The BSU on this campus has reaffirmed its determination to remain a non violent group. Although the members of this (and any other) organization may share sympathy for and have sentiments regarding campus happenings, we as a group plan to endorse no other objectives other than those indicated on the attached sheets.

We are confident, therefore, that you will not attribute to our organization credit for any disturbance on campus (if black students are seen as participants) unless such accusation is justified.

The students listed on the attached represent our membership to date. The BSU must disclaim responsibility for the actions of other students who are not members of our group.

Adeline Price

OBJECTIVES AND RECOMMENDATIONS

# of the

Pierce College Campus Black Student Union

In an effort to raise the educational levels of black people, to provide for more equitable representation of black students and faculty on college campuses, to foster greater knowledge of black contributions to American history and culture, to provide better communication, relations, and services to the black community served by the Los Angeles Junior College District, and to develop a feeling of greater pride and dignity for members of the black race, the Black Student Union on the Pierce College Campus commits itself to the following objectives:

I. TO IMPROVE EDUCATIONAL STANDARDS IN THE "GHETTO" AREAS

We recommend that

A. a school to identify and teach "gifted" children from the pre-elementary to the high school levels be established in the Watts and Pacoima areas as a joint venture between Pierce College and a local four-year college.

B. a program to teach potential teachers and others planning to enter the social service areas be established at Pierce College to enable students with these objectives to relate successfully to people in the lower economic areas.

C. a tutorial program be established to assist students experiencing academic difficulties on the Pierce Campus.

D. a black counselor be appointed to allow members of other races to interrelate with members of the black race in a counseling situation.

E. problems relating to those instructors in the College District who over a period of time have proven unsuccessful or incompatible in the teaching situation to which they have been assigned be explored, studied, and resolved thru recommendations to the College Board for implementation.

II. TO RECRUIT MORE BLACK STUDENTS TO THE PIERCE CAMPUS

We recommend that

A. transportation facilities be provided to transport students from the Los Angeles area to the Pierce campus.

B. branch campuses of Pierce College be opened in the Watts and Pacoima areas to enable Pierce College faculty and students to work and relate with people in lower economic areas, and to encourage the enrollment of black students who may be reluctant to enter a predominatly white campus community.

C. scholarship and financial aids programs for black students be expanded and a black financial aids counselor be appointed to provide more confidential counselor-counselee relations with black students.

III. TO RECRUIT MORE BLACK INSTRUCTORS TO THE COLLEGE LEVEL OF INSTRUCTION

We recommend that

A. the BSU be permitted to work actively with the College District Office to recruit and attract more black instructors to the college level of instruction.

B. the BSU provide a clearing house on the Pierce Campus listing summer positions, and positions abroad and throughout the nation for black people. This information will be distributed to the high schools and junior high schools where black instructors are employed.

C. the BSU work with the College Office in an advisory capacity to explore ways to grant students greater participation in the hiring of faculty who will relate with greater understanding and sensitivity to the students they are hired to serve.

IV. TO DEVELOP AN AWARENESS OF BLACK CONTRIBUTION TO AMERICAN HISTORY AND CULTURE

We recommend that

A. a satisfactory curriculum of black studies be developed as part of an Ethnic Studies program on the Pierce College campus.

B. an AA degree be offered in the field of Afro-American studies as a transfer curriculum leading towards a Bachelors degree.

C. a resource file be developed in the Pierce College library relating to Afro-American and contemporary black literature.

D. the number of books and magazines in the Pierce College library relating to Afro-American literature and contemporary black literature be increased.

V. TO PROVIDE BETTER COMMUNICATION, RELATIONS, AND SERVICES TO THE BLACK COMMUNITY SERVED BY THE LOS ANGELES JUNIOR COLLEGE DISTRICT

We plan to

A. provide the Pierce College faculty with unbiased information relating to published and unpublished accounts of unrest on other junior college campuses.

B. act in an advisory capacity to the administration at Pierce College in matters relating to the welfare of black students.

C. provide the community with information pertaining to matters of community interest and racial concern.

D. offer lectures and forums in order to introduce to the Pierce Campus black leaders, professionals, artists, and experts with the hope of promoting better understanding and relations with the people of the black race.

VI. TO DEVELOP A FEELING OF GREATER PRIDE AND DIGNITY FOR MEMBERS OF THE BLACK RACE AND THOSE OF OTHER ETHNIC GROUPS.

We recommend that

A. Pierce College establish a Hall of Fame which will serve as a museum, lecture hall, classroom building and auditorium for the Ethnic Studies program.

Included in the Hall will be

1. a scholarship clearing center and financial-aids office to assist those in need.
2. a student work, study, travel, and exchange office to encourage greater student mobility throughout the nation and abroad.
3. a volunter work clearing center (VISTA, VISTO, EPIC, Peace Corps,etc.)
4. a foreign student affairs office
5. an educational clearing house to encourage, direct, and expedite the enrollment of minority students in four-year colleges upon the completion of the two-year curriculum.
6. Afro-American, Mexican-American, and Oriental Halls which will include exhibition rooms, lecture rooms, conference rooms, classrooms, recreation rooms, a lounge, and a main museum and auditorium.

B. Pierce College contributes to the building of confidence, enthusiasm, and motivation in its students by adopting a policy of "active concern" thru a continued and regular re-evaluation of its grading policies, its policy and procedures relating to student disqualification, its counseling services, and its student activities program; and the College assume a position of leadership in the community by re-assessing its overall philosophy and curricula offerings to keep pace with the trend of the times and the current needs of its student population.

We further recommend that

Pierce College go on record as abhorring hatred of any people because of race, religion, or origin of birth; and the College work with determined effort to see that a feeling of friendliness and understanding is fostered on this campus.

BSU - PIERCE COLLEGE CAMPUS

Officers

1. President - Leroy English
2. Vice-President - Glenn Brown
3. Treasurer - Ernest Smith
4. Corresponding Secretary-Jackie Dungen
5. Recording Secretary - Alberta Jelks
6. I.O.C. Representative -Clarence Asken
7. Student Council Representatives
    - Executive V.P. Glenn Brown
    - Rep. at Large- Bernard Jackson

Members

1. Aron Atkins
2. Eleanor Atkins
3. D. Flowers
4. Jeff George
5. Wilbert Jackson
6. Alphonse Jones
7. Abram Linley
8. George Stevens
9. Janes Toston
10. John Turner
11. Bob Thompson
12. Ken Whitaker
13. Mike Zarate
14. Leroy English
15. Albertha Jelks
16. Alphonse Jones
17. Glenn Brown
18. Bernard Jackson
19. Clarence Askew
20. Jackie Dungen
21. H. Littrell
22. Ernest Smith
23. John Wright

PIERCE COLLEGE
6201 WINNETKA AVENUE
WOODLAND HILLS, CALIFORNIA 91364

Date: May 1, 1969

To: Dr. Lombardi

From: Adeline Price

Troubles are beginning. The faculty member who was looking for something to criticize regarding the BSU distributed the attached bulletin and I replied as indicated.

The BSU students have informed me that they are met on campus and given the type of material which is also attached.

Thus far, they have sufficient confidence in me to keep me informed of all the indignities which take place on campus. They have given me their promise to keep calm and not to explode. I don't know how long this will last.

LET'S TELL IT LIKE IT REALLY IS

Adeline Price, advisor for the PC BSU, has distributed two handouts to the faculty in general. One of the letters has appeared in the Roundup, Apr. 23, issue. The other in the faculty mailboxes.

ITEM: In the letter to the Roundup, she states that she has been designated as sponsor of the BSU by Dr. Martin.

STATEMENT: Normally sponsors are appointed by the Dean of Students at the request of the membership. Accepting appointments is a matter of free choice.

ITEM: Adeline tells us "the support we seek does not involve the expenditure of time or money."

STATEMENT: Perhaps the support they seek does not involve the expenditure of time or money, but the programs they "RECOMMEND" certainly do.

ITEM: All faculty members have received copies of the new budget cuts which are assertedly due to the failure of prop. "C".

STATEMENT: More accurately stated the cuts are due to the fact that the taxpayer is fed up with the manner in which the schools are being run and the taxpayers money is being squandered on useless programs which have nothing to do with education.

ITEM: The second letter to the faculty from Adeline Price consists of a list of so-called "RECOMMENDATIONS" put forth by the local chapter of the BSU.

STATEMENT: It is interesting to compare the list of DEMANDS made by the BSU chapter at Southwest college and the list of "RECOMMENDATIONS" made here by BSU.

SOUTHWEST DEMANDS

1. Black studies dept.
2. Teacher review board.
3. Permanent BSU office
4. Book review board
5. Tutorial program.
6. Black counselor for E.O.P. and scholarship funded programs for black people.
7. Improvement of student center facilities.
8. On campus speaker programs.
9. Permanent faculty bi-semester convocation, faculty, administrators and students to attend.
10. Student participation in curriculum, budget, and building program.

The question is: When do the "RECOMMENDATIONS BECOME DEMANDS?

It must be said that Adeline Price speaks with something less than candor when she states that the programs or in her words the support they seek will not involve the expenditure of time or money. Who is kidding whom, here.

PIERCE COLLEGE "RECOMMENDATIONS"

1. Black studies program
2. Teacher review board
3. A "Hall of Fame" includes offices for conduction of BSU and minority business, plus lecture halls etc.
4. A library resource file on Afro-American studies and more magazines.
5. A tutorial program.
6. Recreation rooms, lounge, etc. in Hall of Fame.
7. A black counselor to handle E.O.P. and scholarship funded programs for black students.
8. A black counselor for strictly counseling.
9. A voice in hiring of teacher, and an AA degree in black studies.

AND OTHER SIMILAR DEMANDS, INCLUDING RUNNING THE WHOLE SHOW. EXCUSE IT, "RECOMMENDATIONS"

They also want the busses from Watts.

P.C. GUN CLUB SPECIAL REPORT.
SPONSOR [Signed]

LET'S TELL IT LIKE IT REALLY IS (cont. page 2)

The demands at LACC are even worse, they want a "Third World" studies dept. and no arrests of any student for any reason whatever, in order to eliminate "Police Brutality". If you have the ability to read, and we know you do, the handwriting on the wall should be very apparent. The high-handed manner in which the BSU was put on campus bespeaks of a long range plan. The were admitted on campus and in less than a week had the master plan ready to hand in with the so-called "RECOMMENDATIONS" listed. You be the judge; these are the facts.

Date: April 30, 1969

To: The Faculty

From: Adeline Price, Sponsor - PCBSU

Subject: Prelude to Hatred

I had hoped to keep to a minimum the memoranda placed in your boxes pertaining to the PCBSU. However, the recent communication entitled LET'S TELL IT LIKE IT REALLY IS cannot go unanswered because it illustrates how negative predispositional attitudes can become preludes to hatred.

In the twenty-two years I have been teaching, fourteen of these have been in all-Caucasian or pre-dominantly Caucasian schools and five of these have been in schools where I was the only black person (including the custodial staff.) In every one of these situations I can happily say the climate was that of compassion and encouragement for any and all minority groups who made attempts to uplift themselves. This is the first time in the history of my teaching career that I have experienced a deliberate attempt on the part of a mature faculty member to bait and incite a group of students into riotous patterns of behavior--simply because such students have avowed a desire to elevate the status of their race. (Or was it an attempt to polarize the faculty in their decision to accept the BSU as a member of the Pierce College family?)

In spite of this, the Pierce College BSU met in an emergency meeting as a result of Mr. DeMartin's bulletin and re-affirmed their desire to work for the attainment of their objectives as a non-militant organization.

In answer to Mr. DeMartin's charges:

1. I was designated as the BSU sponsor by the President of the college, at the request of the members of the PCBSU, with the approval of the Dean of Students.

2. We did not and do not seek the expenditure of any more faculty time or taxpayer's money than would be expended in educating the youth of the community which is served by a community college.

3. We respect the cuts in the new budget and expect no more than our share.
4. Mr. DeMartin's statement "Useless programs which have nothing to do with education" is nebulous and requires definition.

5. The Recommendations of the Pierce College BSU and the Demands of the LASC BSU may be equated because the problems of black people are the same everywhere. The difference on the Pierce campus is that we respectfully recommended rather than demanded because our administration has given us support and cooperation, and our faculty has offered us friendship rather than confrontation.

6. We recommended a satisfactory curriculum of black studies as part of an Ethnic Studies program--we did not ask for a black studies program per se.

7. We asked that problems relating to incompatible instructors in the ghetto areas be explored, studied, and resolved--we did not ask for a review Bd.

8. We recommended a "Hall of Fame." No deadline was indicated. A "Hall" today can be a corner in the library. However, who knows what tomorrow may bring? This type of unfair literature distributed by Mr. DeMartin may attract to our cause additional friends. Mr. DeMartin may be responsible for a compassionate philanthropist in the community donating the money for the "Hall" we envision. A "Hall" as defined by us today is a symbol of pride for exhibition of the accomplishments of our race.

9. A library resource file on Afro-American studies and more magazines.

10. Recreation room, lounge, etc. in the Hall of Fame (See No. 8 and No. 3).

11. A black counselor and financial-aids counselor--if cost prohibits, I would not hesitate to volunteer to do this with no extra compensation.

12. A voice in the hiring of teachers in the ghetto areas--Mr. DeMartin's bulletin (unfriendly to the cause of the BSU) is tangible evidence of the validity of the students' fears and concerns re compassionate instructors.

13. An AA degree in African-Studies. Cal State L.A. offers a Bachelors in American Studies and Latin American Studies. Who could possible be hurt by an AA degree in African-American Studies at Pierce College?

******

Upon receiving the bulletin from Mr. DeMartin today, I must admit I experienced a feeling of nausea and depression that our attempts for understanding and acceptance had to be undermined by such an insidious attempt to plant seeds of fear and distrust. However, again, thanks for the support of my many friends on campus, I have regained my composure and realize that this is not a battle between blacks and whites, but a battle of compassion for all peoples against hostility towards those who are different. The PCBSU again offer friendship.

Mr. DeMartin, are you willing to accept the burden of guilt upon your shoulders by meeting this offer with hatred?

LOS ANGELES SOUTHWEST COLLEGE

Los Angeles, California

Los Angeles City Schools

DR. JOHN GRASHAM ?Feb. 10, 1968

Leadie Clark

STUDENT ACTIVISM

Would you read the following and if it has merit, discuss it with Dr. Lombardi?

ASSUMPTIONS:

1. That more and more demands will be made by student groups and more and more of these demands will be in opposition to established policy and state law.
2. That administrators will find that the acceding to demands will produce more revolts concerning "implementation."
3. That there can be a "sorting out" of those groups interested in constructive change and those groups concerned only with confrontations and destruction.
4. That the District must act as a district in as much as the Colleges have placed themselves in the position of being played off, one against the other.
5. That the "Militants" are mobile, shifting from one campus to another.
6. That a popular slogan in some areas during the Board of Education campaign will be community control.
7. That community control means to many neighborhood control and curriculum regimentation.
8. That the present Board of Education will sit things out until July 1, 1969.

BASIC CONSIDERATIONS

The entire problem of student control or student participation to a greater extent than now exists revolves around a policy statement that must be ennuciated by the Board of Trustees of the Community Colleges and guidelines for implementation must be established, administrative functions delineated, and areas of responsibility detailed.

PROPOSAL

That since the Assistant Superintendent has previously called together "student leaders", propose to this group the following:

1. That the Presidents of the BSU, SDS, MDSA, Vida Nueva, and the student body of each of the colleges meet to form a work team to perform these specific chores:
    1. Draw up a document outlining the operation of the junior college according to their philosophies.
    2. The analysis of relevancy - the presentation in detailed form on the relevant program.
    3. Specifications for instructors from their view point
    4. Administrative, faculty, student, board relationships
    5. Qualifications of students serving in various consultation capacities.

The group would meet regularly (daily if so wished) at the College Offices clerical help would be supplied. Appropriate policy statements or Education Code sections would be supplied upon request.

The document so prepared must be submitted to the Superintendents and the Council of Presidents on or before June 14, 1969.

The Superintendents or the Council of Presidents, or the District legal advisor would then research the policy statements of the District and the appropriate codes to list the policy statement or code section involved in all suggested changes if applicable. The legal survey would be presented to the new Board of Education for the Community Colleges at its first meeting in August. At this meeting, any student group and any school group can present an interpretative, supportive, or clarifying statement.

The Board would then, among its acts, establish the pattern of operation for the year 1970 and thereafter.

During the time of study and preparation, each campus group must affirm that there will be no uprising on any campus by any group inasmuch as the "representatives of the people". Any student outbreak could lead to the expulsion of the group from the campus.

In its deliberations, the student groups might seek consultation from any source except that only bonafide students will be able tc enter the quarters set aside for the group, use the clerical services provided, or sign the final report.

The final report must be signed and these can be both a majority report and a minority report.

The Board of Education would then have the so-called militant point of view.

LC:rbs

L.A.S.C. Student Council

is in Support of the

"14 Student Demands"

We the Student Council

request _your_ support!

[Signed by members of the L.A.S.C. Student Council]

[12/68 - 1/69]

1. A BLACK STUDIES DEPARTMENT
    - A. A seprate department that would include Sociology, Philosophy, Psycology, Social Science, Humanities, Language, Art, Music and History dealing specifically with the contributions of the Black Community.
    - B. Hiring of competent teachers in each of the above fields to be screened by a committee of students, faculty and administration.
    - C. Complete and varied selection of books and materials to be purchased for the Black Studies Department with approval of a Student-Faculty Committee.
2. ESTABLISHMENT OF A PERMANENT STUDENT-FACULTY ADMINISTRATION BOARD TO SCREEN ALL INCOMING TEACHERS AND ADMINISTRATORS TO INSURE THAT THEY ARE ABLE TO RELATE TO THE NEEDS OF THE STUDENTS AND THE COMMUNITY.
3. THE IMMEDIATE ESTABLISHMENT OF A PERMANENT BLACK STUDENT HUMAN RELATIONS OFFICE.
4. ESTABLISHMENT OF A PERMANENT REVIEW BOARD OF STUDENTS AND FACULTY TO REVIEW ALL BOOKS AND MATERIALS IN THE LIBRARY.
5. THE IMMEDIATE RENAMING OF SOUTHWEST JR. COLLEGE TO A NAME WHICH WILL BE DECIDED BY REFERENDUM OF THE BLACK COMMUNITY.
6. IMMEDIATE FACILITIES BE MADE AVAILABLE ON CAMPUS FOR A BLACK TUTORIAL PROGRAM TO TUTOR INCOMING SOUTHWEST STUDENTS, STAFFED BY QUALIFIED SUPERVISORS AND STUDENT VOLUNTEERS.
7. THE HIRING OR REASSIGNMENT OF A BLACK COUNSELOR TO DEAL ONLY WITH HELPING AND INFORMING STUDENTS OF AVAILABLE SCHOLARSHIPS AND THE E.O.P. PROGRAM.
8. IMPROVEMENTS OF THE STUDENT CENTER FACILITIES.
    - A. Replacing of hard back chairs with comfortable chairs.
    - B. Record player and radio.
    - C. Hanging pictures of Black heroes and leaders.
    - D. Magazines or literature dealing with the struggles of Black People.
9. IMMEDIATE CONSTRUCTION OF WALKWAYS.
10. THE ESTABLISHMENT OF AN ON-CAMPUS SPEAKERS PROGRAM TO DEAL WITH SUCH SUBJECTS THAT ARE RELEVANT TO THE STUDENTS. THIS IS TO BE PAID FOR OUT OF STUDENT BODY FUNDS AND SPEAKERS ARE TO BE CHOSEN BY THE STUDENT BODY.
11. ESTABLISHMENT OF A PERMANENT STUDENT-FACULTY BI-SEMESTER CONVOCATION.
12. ESTABLISHMENT OF A NUTRITIONAL PROGRAM TO FIT THE NEEDS AND FINANCIAL SITUATION OF THE STUDENT BODY.
13. STUDENTS WHO HAVE PARTICIPATED IN THE BOYCOTT SHALL NOT BE PUNISHED.
14. NO MORE POLICE ON CAMPUS.

BROTHERS & SISTERS

THE BLACK STUDENT UNION NEEDS YOUR SUPPORT !!

WE ARE MAKING 12 DEMANDS ON THE ADMINISTRATION WHICH WE FEEL EXPRESSES THE NEEDS AND DESIRES OF STUDENTS AT SOUTHWEST.

SHOW YOUR SUPPORT

COME TO THE RALLY

DAY: WEDNESDAY, DEC. 18
TIME: 12'OCLOCK - NOON
PLACE: SOUTHWEST QUAD

— POWER TO THE PEOPLE —

12 STUDENT DEMANDS

1. BLACK STUDIES DEPARTMENT
    - A. A separate department that would include Sociology, philosophy, psycology, social science, humanities, language; art; music; and history dealing specifically with the contributions of black people and relating to the life and struggles of the Black Community.
    - B. Hiring of competent teachers in each of the above fields to be screened by a committee of students, faculty, and administrators.
    - C. Complete and varied selection of books and materials to be purchased for the Black Studies Department with the approval of a Student Faculty Committee.

2. ESTABLISHMENT OF A PERMANENT STUDENT, FACULTY, ADMINISTRATOR BOARD TO SCREEN ALL INCOMING TEACHERS AND ADMINISTRATORS TO INSURE THAT THEY ARE ABLE TO RELATE TO THE NEEDS OF THE STUDENT BODY AND THE BLACK COMMUNITY.

3. THE IMMEDIATE ESTABLISHMENT OF A PERMANENT B.S.U. OFFICE.

4. ESTABLISHMENT OF A PERMANENT REVIEW BOARD OF STUDENTS AND FACULTY TO REVIEW ALL BOOKS AND MATERIALS IN THE LIBRARY WITH THE RIGHT TO DISCARD BOOKS AND ALSO TO ORDER NEW BOOKS.

5. THE IMMEDIATE RENAMING OF SOUTH WEST JR. COLLEGE TO MALCOLM X JR. COLLEGE.

6. IMMEDIATE FACILITIES BE MADE AVAILABLE ON CAMPUS FOR A BLACK TUTORIAL PROGRAM TO TUTOR INCOMING SOUTH WEST STUDENTS STAFFED BY QUALIFIED SUPERVISORS AND STUDENT VOLUNTEERS.

7. THE HIRING OR REASSIGNMENT OF A BLACK COUNSELOR TO DEAL ONLY WITH HELPING AND INFORMING STUDENTS OF AVAILABLE SCHOLARSHIPS AND THE E.O.P. PROGRAM.

8. IMPROVEMENTS OF THE STUDENT CENTER FACILITIES.

    - A. replacing of hard back chairs with comfortable chairs.

    - B. record player and radio.

    - C. hanging pictures of black heroes and leaders.

    - D. magazines and literature dealing with the struggles of Black people.

9. REMOVAL OF ALL FENCES AND THE CONSTRUCTION OF WALKWAYS.

10. THE ESTABLISHMENT OF AN ON-CAMPUS SPEAKERS PROGRAM TO DEAL WITH SUCH SUBJECTS THAT ARE RELEVANT TO THE STUDENTS. THIS IS TO BE PAID FOR OUT OF STUDENT BODY FUNDS AND SPEAKERS ARE TO BE CHOSEN BY THE STUDENT BODY.

11. ESTABLISHMENT OF A PERMANENT STUDENT FACULTY BI-SEMESTER CONVOCATION.

12. ESTABLISHMENT OF A NUTRITION PROGRAM TO FIT THE NEEDS AND FINANCIAL SITUATION OF THE STUDENT BODY.

Los Angeles Southwest College

TO: Mr. Tom Miles - President
Black Student Union

DATE: Dec. 18, 1968

FROM: John A. Grasham - President
Los Angeles Southwest College

SUBJECT: Receipt in Writing of a Series of "12 Student Demands"

This is to notify you that I have received in writing, a series of 12 "Student Demands", prepared by the Black Student Union, a recognized club on this campus. These proposals will require study if they are to be afforded serious consideration by all elements of the college and the community it serves.

In order to begin the discussion, I am scheduling a meeting beginning at 8:00 a.m. on Friday, December 20, 1968, in the Conference Room of the Administration Bungalow. You, the members of the Central Committee, and your advisor, are invited to be present at the meeting to discuss the questions which have been raised.

JAG/grd

Los Angeles Southwest College
11514 South Western Avenue
Los Angeles, California 90047

TO: Mr. Tommy Miles, President
Black Student Union

December31,1968

FROM: John A. Grasham

SUBJECT: STUDENT DEMANDS

You recently requested that I respond to several "Demands" presented by the B.S.U. This memorandum summarizes my position.

1. BLACK STUDIES DEPARTMENT

If, implicit in the demand would be the right of students to select faculty, to determine curriculum, and to choose textbooks, that the demand is not approved. Your request for equal representation, with provisions for breaking ties "to be determined later," is not acceptable under Board rules and College District practices.

2. ESTABLISHMENT OF A PERMANENT STUDENT, FACULTY ADMINISTRATOR BOARD TO SCREEN ALL INCOMING TEACHERS AND ADMINISTRATORS TO INSURE THAT THEY ARE ABLE TO RELATE TO THE NEEDS OF THE STUDENT BODY AND THE BLACK COMMUNITY. REVIEW BOARD INCLUDES HIRING AND PROBATIONARY EVALUATION

As an officer of the Los Angeles City Board of Education, I am bound to observe the rules of that organization and administer the College in accordance with these rules. It is the prorogative of the Board of Education and its designated officers to select staff.

3. ESTABLISHMENT OF A PERMANENT B.S.U. OFFICE

The B.S U. as an official campus organization will be accorded rights and privileges equal to but not exceeding those accorded to other student organizations, such as the International Club.

4. ESTABLISHMENT OF A PERMANENT REVIEW BOARD OF STUDENTS AND FACULTY TO REVIEW ALL BOOKS AND MATERIALS IN THE LIBRARY WITH THE RIGHT TO ORDER NEW BOOKS

Faculty members and librarians are those charged with the responsibility of selecting library books. To take this right from them would jeopardize accreditation.

5. THE IMMEDIATE RENAMING OF SOUTHWEST JR. COLLEGE TO BE DECIDED BY THE COMMUNITY

   The naming of the College is the responsibility of the Board of Education. In the past, when this topic was up for discussion, I sent information to the College Office regarding the opinion of faculty members, of advisory committee members, and of students, as to what the name of the college should be. The College Office made this information available to the Board of Education.

6. IMMEDIATE FACILITIES TO BE MADE AVAILABLE ON CAMPUS FOR A BLACK TUTORIAL PROGRAM TO TUTOR INCOMING SOUTHWEST STUDENTS STAFFED BY QUALIFIED SUPERVISORS AND STUDENT VOLUNTEERS

   If the counseling staff wishes to undertake this program, and if student volunteers should make themselves available, such a program can be implemented.

7. A FULL-TIME BLACK COUNSELOR TO DEAL ONLY WITH THE SCHOLARSHIP AND E.O.P. PROGRAMS

   Currently, a black counselor is responsible for these programs. As the College grows, a counselor's responsibility may be primarily in these areas.. However, "black" is not a part of District counseling specifications, and there is no guarantee that a black person will always be available for these duties.

8. IMPROVEMENT OF THE STUDENT CENTER FACILITIES (A.B.C.D.)

   The Student Body, through its budget, currently has the option of making such improvements.

9. IMMEDIATE CONSTRUCTION OF WALKWAYS

   Dr. Snipper is at work on this project and hopes to bring about its early implementation.

10. THE ESTABLISHMENT OF AN ON-CAMPUS SPEAKERS PROGRAM TO DEAL WITH SUCH SUBJECTS THAT ARE RELEVANT TO THE STUDENTS TO BE PAID FOR BY STUDENT BODY FUNDS TO BE CHOSEN BY THE STUDENT BODY

    The establishment of a campus speakers program can be done under existing Board rules.

11. ESTABLISHMENT OF A PERMANENT FACULTY BI-SEMESTER CONVOCATION TO BE PRESENT AT THIS CONVOCATION: ADMINISARATORS, FACULTY, AND REPRESENTATIVES OF THE STUDENT BODY

    I will not demand that the faculty participate in such a program.

12. ESTABLISHMENT OF A NUTRITION PROGRAM TO FIT THE NEEDS AND FINANCIAL SITUATION OF THE STUDENT BODY

    Dr. Snipper is studying the financial implications of the proposal.

13. STUDENT PARTICIPATION IN CURRICULUM, BUDGET, BUILDING PROGRAM

    This demand was not introduced for specific discussion.

Dr. John Lombardi, Assistant Superintendent, College Division, is my immediate superior. Through him, I am responsible to the Los Angeles City Board of Education. I am required to administer the College in accordance with the rules of the Board of Education.

For further information regarding the subject matter of any demand, please make an appointment with the appropriate Southwest College Dean.

If it is your desire to seek a change in Board rules under which the College is operated, you may receive information regarding procedures to be followed by communicating with the Clerk of the Board.

LOS ANGELES SOUTHWEST COLLEGE

January 8, 1969

TO: All Faculty

FROM: The Administrative Staff

SUBJECT: REPORT ON DISCUSSION RELATING TO BLACK STUDIES PRIOR TO STUDENTS WALKING OUT OF MEETING ON JANUARY 7, 1969

In meeting with students, faculty, and community members yesterday, the following information regarding Black Studies offerings at Southwest College was presented by the administration. Southwest College now offers a course in African Civilization. Scheduled for offering in the Spring of 1969 is a course in Negro History. Ethnic Literature is scheduled to be offered in the summer of '69. (I have been informed by the Office of Instruction that the proposed summer schedule was prepared in November of 1968).

The Office of Instruction plans to expand Black Studies courses in orderly fashion until a full curriculum is offered. The criteria to be employed in the future for determing whether a chairman over the Black Studies area shall be named will be the same as those employed in determining whether a chairman shall be named for a department such as History. Among these criteria are: the number of course offerings, the number of students enrolled, the number of instructors teaching courses, and the size of the educational institution.

[Originally typed on letterhead paper]

Los Angeles City Junior College District
LOS ANGELES SOUTHWEST COLLEGE
11514 South Western Avenue, Los Angeles, California 90047
Telephone: 757-9251

January 8, 1969

Dr. John A. Grasham, President
Los Angeles Southwest College
11514 Western Avenue
Los Angeles, California

Dear Dr. Grasham:

In view of the atmosphere of tension on our campus which has involved all of us, we wish to thank you for the security that has been provided.

However, with the continuance of disturbances and the mounting emotional fervor, we feel additional security* is a necessity if students and faculty are to be sufficiently protected to meet scheduled classes.

We would like to affirm our support of whatever action you deem required to maintain this institution.

Sincerely yours,

[Signed by 39 members of the faculty]

* The best way to get additional security is to remove the police from the campus.

H. Doyle

Los Angeles Southwest College

TO: Members of the Student Body, Staff, and Community

Jan. 13, 1969

FROM: The Administration of Southwest College

SUBJECT: CURRENT DEVELOPMENTS

Southwest College plans, immediately, to develop an outstanding program in Black Studies.

To implement this plan, it is necessary that the details be agreed upon by the community, by the students, by the faculty, and by the administration.

To make negotiations on this and other issues possible, lines of communication must be established immediately.

Mr. Eugene Pimentel is the representative of the Administration for maintaining communication with students.

An entrance walk to the College has now been constructed. Work is progressing on the design for modification and expansion of the Student Center and cafeteria facilities.

LOS ANGELES SOUTHWEST COLLEGE

January 14, 1969

BLACK STUDIES OFFERINGS AND COLLEGE ORGANIZATION

In meeting with students, faculty, and community members, the following information regarding Black Studies offerings at Southwest College has been presented by the administration. Southwest College now offers a course in African Civilization. Scheduled for offering in the Spring of 1969 is a course in Negro History. Ethnic Literature is scheduled to be offered in the summer of '69. (The Office of Instruction prepared the proposed summer schedule in November of 1968).

Black Studies will be expanded until a full curriculum is offered. Under the existing organizational plan of the College, Black Studies are to be offered primarily in the Division of Business, Behavioral and Social Sciences. As the College grows, additional divisions will be formed. Under the current organizational plan of the College, departments may function under the divisional arrangement. Departmental organization under divisions, and the leadership of departments under divisions, is determined by the instructors in a given academic discipline, through arrangement with the Division Chairman.

Among criteria to be employed in determining when a division will be formed are the number of course offerings, the number of students enrolled in these courses, the number of instructors teaching these courses, and the size of the educational institutions.

STUDENT-FACULTY MEETING January 30, 1969

Present:
Faculty-Mr. Friedman, Pimentel, Rutherford, Cook, Madson, Ward, Mulholland
Student-Norvil Robinson, Mr. Twine, Tamu, Bill Carr

Purpose: Representatives of Student Government, Black Student Union and representatives of the faculty senate and community met to get a clear, exact definition or explanation to each of the 14 demands in order to win more faculty support. Responses to each demand are as follows:

1a. The Black Studies Department has been implemented and will be headed by Mr. Doyle.

1b Members present all agreed that a student-faculty-administration board should be implemented with regards to the hiring, screening of instructors to teach in the Black Studies Department, Mr. Doyle has expressed a desire to start such a committee and all parties agree that this committee must have equal voting rights to make non-binding recommendations to the administration.

1c. A similar committee shall be formed, or should be formed, as in 1b.

2. All parties present agreed to forming a student-faculty-administration committee to screen all incoming teachers and that all three elements will have equal vote in making a non-binding recommendation to the President.

3. All parties agreed to get a committee established to offer a suggestion to have room allocated to provide for a Black Student Human Relations office immediately.

4. All parties agreed that a committee should be formed to recommend books and materials to the library then evaluate how the librarian is measuring up to filling out our recommendations.

5. Present faculty members stated that they would take back to faculty senate the students views on this demand and attempt to win their support in getting the name of the college changed to a name relating more to the student body and the community.

6. Discussion was begun on this demand but the meeting was adjourned to meet again Jan. 31, 1969 to finish discussion of the 14 demands.

[Feb. 25, 1969]

An Open Letter

To the faculty at Southwest Jr. College:

This letter is not primarily a propoganda piece--though we hope that it informs and persuades any and all who read it.

This letter is an expose--it is an accusation!

To simply say that you are overwhelmingly white is not an accusation in itself---it is merely true. However, that you in your majority have placed yourself in opposition to black students on this campus compels us, by right and by duty, to accuse you of racism.

We accuse you of allowing your own racism to obscure your vision. It has allowed you to be used as a tool against progress and relevant "quality education." You have allowed your own racism to blind you. You have been set against your own self-interest.

From the beginning we have tried to reach you intellectually, but you would not hear us.

We have tried to appeal to your moral sense of right and wrong. But you would not be moved. We have sought to make it clear to you that our demands are as much in your interest as in ours. You closed your alleged minds.

A cursory look at the 14 student demands will clearly reveal the general democratic nature and intent of the entire list. A further examination will reveal a dynamic proposal for restructuring a basically authoritarian institution. In doing so it provides the groundwork for reshaping the entire educational process, making it relevant to the community in which it is centered and to whom it owes its existence.

But you would not listen.

We sought to hold your hand in common struggle against a common enemy.

All of our attempts have been in vain! You have chosen to reject our outstretched hand. You have chosen another path.

That is your right. That is your choice. Now you must suffer the consequences!

We have clearly presented our side.

We have insisted that an institution which exists in our midst shall be answerable to us.

The Black community is in revolt against oppression and repression. Either Southwest College finds the way to enter into that struggle on our side or we will cut you out and cast you aside---administrators, faculty, and bungalows alike. Stand with us or stand aside!

-POWER TO THE PEOPLE-

BSU CENTRAL COMMITTEE

P.S. In Dr. Grashams' letter to the members of the Black Students Union, dated Feb. 24, 1969, he said "A written statement to the faculty, from the Black Students Union, would reach all faculty members quickly."

We have chosen this as an answer to his letter.

Remarks on the Situation at Southwest College Feb. 27, 1969

It seems to me that the Senate majority errs when it argues that faculty and students cannot be trusted to help govern the college. The Board also appears to reject this view; it has recently granted the East Los Angeles community a greater voice in its schools, and I hope that it will do the same to the people in the College community.

To one on the scene, it appears essential that the people of the community gain a share of influence over the school. In a basic way, our school is the community. The average age of our students is at least twenty-four or twenty-five years old; they are asking for some share in determining important aspects of college life. That is, they want to help govern themselves. In a democratic world, we should welcome this desire and try to foster it if it were not present.

In the present instance I think that this kind of encouragement is especially desirable. Two weeks ago Reverend Jones, the Board Chairman, told our students that he felt that they should have a significant role in influencing faculty selection, curriculum policy, etc. Earlier, President Gooder of LACC told his college that the college should "find ways to include students in decision making in those areas in which student participation is appropriate," and that "students should sit on each committee which makes decisions affecting students." It is in this direction that we should move. (Hopefully, we all agree that teachers do affect students.)

The Board should move in this direction because those of us who are at Southwest see that the situation has escalated to a point where the school really is not functioning. It cannot function because a necessary responsible element has been excluded from significant decision making. We live in an atmosphere of distrust which breeds irresponsibility, and we need to overcome the distrust.

It simply would not help to tell a community--and I repeat, our college is the community; it is not a collection of children--that it must remain irresponsible. The people deserve more trust, and the faculty and the administration, including the Board, needs to take the first step, because they have the power. The great majority of people who have signed this intransigeant recommendation come 20 to 40 miles per day to work among strangers. Because they assume that the strangers cannot be trusted, they are moved by anxieties which leads them to ask for more security. All of us need to learn a basic lesson about security; it comes from trust, from living among trusted associates. It cannot be handed down by some authority; it must be created in a community of equals.

If there were more time, I would respond to some fallacies in the majority Senate report; lacking time, I submit a counter-recommendation. It is clear that at present some people on our campus are acting irresponsibly; the best way to end this conduct is to treat them as responsible human beings and to grant them a significant role in making the important decisions which affect their lives. One of the most important things that people need to learn is how to be self-governing. It is elementary learning theory to say that they learn by doing. We should see this demand to participate in the governing of the college not as a threat to academic freedom, but as a necessary condition of a democratic world.

(Dr.) William Doyle, Chairman
Black Studies Department
Southwest College

DEMANDS OF THE COMMUNITY MEETING AT SOUTH PARK SUNDAY AFTERNOON, MARCH 9

1. No police officers should be allowed on any of the campuses in the black community.

2. There should be legal control of the schools so administrators will not "be responsible to those people downtown."

3. The officers responsible for alleged clubbings at Carver should be punished. Also, "there should be full retribution for this to the black community."

4. Black studies courses on all campuses in the area.

5. The appointment of Negro principals and administrators in all schools in the black community with such persons responsible only to the community.

6. "The end of all brutal attacks on black people."

7. Campus security officers must be made responsible to the community.

8. All persons in the area, student and nonstudents, should be allowed on the campus at any time without police having to be called.

[March 11, 1969]

We, the Concerned Teachers Association of Southwest College, believe that conditions at Southwest College have deteriorated to the extent that students cannot learn and teachers cannot teach. We recognize the need to remedy the problem by attacking the root causes, but this cannot be done until the conditions at the college have improved and reason prevails.

Therefore, we pledge:

1) We will not return to teach at Southwest College until these minimum standards have been attained:

   A) Unauthorized persons have been excluded from the campus in accord with Board of Education Rule 1265.

   B) Campus buildings and classes are not invaded and disrupted.

   C) Board of Education security personnel are deployed more effectively around the campus and their numbers have been increased.

   D) Audio equipment - bullhorns, public address systems, etc - is not permitted on campus for other than classroom use.

   E) The faculty is free to meet without interruption and/or intimidation.

2) We will report to the Board of Education, Community College Office, 2140 West Olympic Boulevard, each day until the campus is safe for students, staff, and faculty, and conditions conducive to learning prevail.

THE UNDERSTANDING REACHED WITH REPRESENTATIVES OF THE FACULTY OF THE LOS ANGELES SOUTHWEST COLLEGE AND THE COLLEGE DIVISION ON MARCH 11, 1969

1. To achieve the first condition agreed that unauthorized persons are excluded from campus. There would be stationed at the gate a person to identify and welcome those who belong on campus while excluding those who have no business there particularly persons whose prior conduct on campus has been disruptive. Signs reading "Unauthorized persons not allowed by Board of Education Rule 1265" will be appropriately posted at all entrances.

2. On invasion or disruption of a classroom, immediate appropriate action will be taken.

3. It is the understanding that the president and the security officer in charge should consult on calling the police and in disagreement they would call the faculty member that is designated to make the decision. In any event, the assistant superintendent will be notified.

TO: THE FACULTY

Thursday, March 13, 1969

On Monday, five members of the Southwest College faculty signed the following statement. It is still relevant; other members of the faculty who wish to support this statement may leave their names with me.

We, the undersigned teachers of Southwest College, support the demand of the March 9, 1969, community meeting, that no police officers should be allowed on any campuses of the community, and that campus security officers must be made responsible to the community.

"No security worthy of the name can be based on any assumption other than that the community can be trusted. All of us need to learn a basic lesson about security; it comes from trust, from living among trusted associates. It cannot be handed down by some authority; it must be created in a community of equals."

"We do not believe that the situation at Southwest calls for the use of police. We know that we will be treated with dignity and respect by the community which we respect."

Yesterday (March 12) the Carver Junior High School faculty voted to boycott the school today in support of the community boycott. They believe that they could not teach in the area where the community has declared a boycott. The faculty at California State College at Dominguez Hills "voted its support of the black boycott of schools and condemned police handling of events at Carver." (L.A. Times, 3/13)

[Signed]
William Doyle
Room P 31

March 20, 1969

SUBJECT: CONVOCATION AT SOUTHWEST COLLEGE

During the discussion relating to the organization of the Committee of Eighteen at the convocation at the Southwest College, I was asked as to whether I would support the action of the committee. My response was that I would. I would support action emanating from the committee to make certain that it was given a proper hearing by person or persons responsible and accountable for decisions required, and that action taken with reference to a proposal from the committee would be reported back with a full statement of rationale for such action.

I did make it clear that any matters related to personnel assignments, administration, or teachers are not matters for discussion by the committee.

J Graham Sullivan

CHICAGO CITY COLLEGE (SOUTHEAST CAMPUS)

Chicago, Illinois

[March 6, 1969]

Afro-American Club
of
Southeast City College

Our demands are as follows:

1. We want a Black Financial Aid Officer.

2. We want the Advanced Placement Program stopped.

3. We want the installment of a Black Studies Department.

4. We want more Black teachers in the Humanities Department.

5. We demand that something be done about the racist attitude in the Nursing Department, regarding Black students enrolled in it.

6. We demand amnesty for all Black students participating in this demonstration; No absence-failures and no students will be dropped during this time.

These demands must be met and shall be met before Southeast City College's classes will be resumed. We expect all faculty members to respect our picket lines.

CHICAGO CITY COLLEGE
OFFICE OF PUBLIC INFORMATION
180 North Michigan Avenue
Chicago, Illinois 60601

3/11/69 - #6988
CONTACT: Sy Friedman
782-6288

IMMEDIATE

A black student boycott at the Southeast Campus of Chicago City College ended tonight (March 11, 1969) when some 250 students reached an agreement with officials over six demands and peacefully left the building at 8600 South Anthony Avenue.

Classes for 3,165 students at the campus who attend day and evening classes were scheduled to resume at 8 A.M. Wednesday, March 12.

Dr. Theodore Powell, President of the Southeast Campus, said that agreement on six demands was reached at 8:00 P.M.

He headed a committee of four that met with the students several times during the boycott to discuss the issues.

Five of the six demands had been agreed upon at 4:30 P.M. But it took another 3 1/2 hours to reach accord on the final point--concerning the Advance Placement Program.

Here are the demands of the students and the response made to them by the committee headed by Dr. Powell:

1. We demand the employment of a black financial aid officer now. RESPONSE: He is hired, and will begin duties next Monday.

2. We demand that all students in the Advanced Placement Program be dropped now. RESPONSE: The Advanced Placement College Transfer Program will be dropped on June 5. High school students will be allowed to fill empty spaces in the technical and vocational programs only after college students have completed registration. At least 50 per cent of these students will be recruited from schools with predominately black enrollments.

(more)

3. We demand the installment of a black studies department now, not an expansion of the black studies program. RESPONSE: A coordinator of black studies will be appointed next week.

4. We demand black teachers in the humanities department. RESPONSE: The humanities department is authorized to proceed immediately to recruit black faculty.

5. We demand that something be done about the racist practices in the nursing department. RESPONSE: This charge is untrue, unfortunate, and in the committee's opinion, should not have been made. The administration and faculty recognize, however, the necessity of working out, in cooperation with students, a fair procedure for investigating and resolving the grievances of students with faculty, administration or institution.

6. We demand amnesty for students who participate in the demonstration. RESPONSE: This point had been agreed upon by the faculty last Friday. No punitive action in connection with the settlement of the boycott will be taken.

In addition to Dr. Powell, other members of the committee that met with the students were Michael Zibrin, Dean of Faculty and Instruction, I. Louis Margolin, Associate Professor of Physics and President of the Southeast College Faculty Council, and Judith Cieslak, Assistant Professor of Art History and Acting Chairman of the Humanities Department.

Since last Thursday, students had blocked stairways leading to the second floor classrooms of the campus and had discouraged fellow students and faculty members from pursuing their normal college routine.

Dr. Powell, who became President of the Southeast Campus last January 1, said he was gratified that a peaceful settlement of the boycott had been achieved through meaningful discussion. He added:

"We had the cooperation and support of our 100 faculty members. Our committee spoke for the faculty. This enabled us to communicate directly with the students and provided a harmonious atmosphere for our talks.

"All of us are grateful that we were able to talk intelligently about our differences and to meet them head on. All of us now want to get on with the job of academic excellence."

Dr. Powell announced the formation of a college council of twelve composed of four students, four faculty members, and four administrators who will discuss relevant issues at the Southeast Campus. He will meet with the group frequently in order to establish better channels of communication.

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SF/sk

[Faculty Reaction - Undated]

At the joint meeting of the faculty and administrative staff on Friday, March 7, 1969, the following resolutions were voted:

1. We declare the need for additional black staff in general at Southeast College, but especially in the areas of Financial Aid, Humanities, and Nursing.

   (To give effect to the intent of this resolution a committee of six has been named: Marjorie Stepto, William Weiner, Marilyn Marks, Lou Margolin, Jobe Payne, and Michael Zibrin).

2. That the Black Studies Program be expanded and developed immediately by the staff of appropriate departments, with student participation.

3. That the method of administration of the Advanced Placement Program be revised so that its operation will not displace any student who is over 19, or is a high school graduate.

4. Since the faculty is aware that there have been some causes which have led to the action taken by the students, the faculty goes on record as rejecting punitive action in any form against any students with regard to the student boycott. However, the faculty declares that it does not condone some tactics used by some of the students.

The proposal for revision of the Basic Studies Program has been referred to a special committee chaired by Dr. Geraldine Williams, which is drafting a resolution to be presented to the faculty Monday morning.

With regard to three student nurses dropped from Nursing courses because of excessive absences, a member of the Nursing Department reported to the faculty that these three students have been offered readmission to the Nursing Program in September, and that places in the program have been reserved for them. It was also reported that two of these three students are currently enrolled in courses other than Nursing at Southeast, and that the chairman of the department of Nursing will continue to counsel these students with regard to successful resumption of their studies in Nursing education.

5. We accept the following grievance procedure in determining the validity of charges of any nature brought against any person, group or department at Southeast:

   (a) A copy of the signed and dated statement of alleged grievances.

   (b) The right to counsel.

   (c) The right to face his accusers, hear the testimony against him and to cross examine those giving such testimony.

   (d) The right to bring witnesses in his own behalf.

(e) The right to ask for a closed or public hearing shall remain exclusively the right of the accused.

(f) The hearing board shall be composed of four administrators, four faculty members, and four students -- each group equally divided between black and white. The Board shall select one of its members as chairman.

(g) The hearing board shall render its findings within three weeks of the conclusion of the hearing.

(h) Both parties shall be entitled to receive a written copy of the findings.

(i) The findings of the board shall be submitted to the president of the college for appropriate action.

[Response - Untitled]

1. We accept a black financial aide officer to begin duties on Monday, March 17, 1969

2. We accept the elimination of the academic portion of the advanced placement program, as of June 5, and further stipulate that in the technical department:

   (a) All college students will have first priority in registration.

   (b) The recruitment must be at least 50 per cent black students.

3. We accept the official implementation of a black studies department, now, and that the department be organized and implemented as soon as practicable, but no later than September, 1969.

4. We accept recruitment of black teachers in all departments beginning March 17, 1969.

5. We accept the following grievance procedure in determining the validity of charges of any nature brought against any person, group or department at Southeast:

The person who brings up the grievance and the person against whom the grievance is brought shall have the right to:

(a) A copy of the statement signed and dated of alleged grievances

(b) The right of counsel

(c) The right to face his accusers, hear the testimony against him and to cross examine those giving such testimony.

(d) The right to bring witnesses in his own behalf

(e) The right to ask for a closed or public hearing shall remain exclusively the right of the accused

(f) The hearing board shall be composed of four administrators, four faculty members, and four students each group equally divided between black and white. The hearing board shall render its findings within three weeks of the conclusion of the hearing.

(g) The board shall select one of its members as chairman.

(h) Both parties shall be entitled to receive a written copy of the findings.

(i) The findings of the board shall be submitted to the president of the college for appropriate action.

6. No punitive action will be taken against any black student during his or her stay at Southeast.

We the Black students of Southeast City College will accept our demands as stated.

[Signitures shown on original]

[Student Demands - Undated]

1. A permanent substitute be assigned to Mr. Phillips' classes with the authority to assign final grades.
2. Mr. Phillips be dismissed from the Chicago City College system.
3. A new campus facility be established and ready for occupancy by September 1969.
4. All civil and criminal charges against students be dropped immediately and no further charges against students be filed.
5. No reprisals be taken against the students because of their involvement in the boycott, l.e., no failures for absences, expulsions, suspensions, or any other actions that would adversely affect the academic standing of the students.

TO: DR. THEODORE POWELL APRIL 26, 1969
FROM: THE SOUTHEAST COLLEGE STUDENT GOVERNMENT
RE: RECOMMENDATIONS FOR ACTION.

AS THE DULY ELECTED REPRESENTATIVES OF THE SOUTHEAST CITY COLLEGE STUDENT GOVERNMENT, WE STRONGLY ADVISE THAT YOU TAKE ALL POSSIBLE MEASURES TO PREVENT A MORE EXPLOSIVE SITUATION FROM DEVELOPING, BY DOING ALL IN YOUR POWER TO PREVENT THE PRESENCE OF MR. NORMAN R. PHILLIPS ON CAMPUS BEFORE AND DURING THE GRIEVANCE BOARD PROCEEDINGS.

WE TAKE THIS STAND BECAUSE OF THE FOLLOWING POSSIBILITIES:

1. THE DISRUPTION OF CLASSES
2. THE DESTRUCTION OF SCHOOL PROPERTY
3. THE IMMINENT THREAT OF PHYSICAL VIOLENCE TO MR. NORMAN R. PHILLIPS
4. THE UNFAVORABLE PUBLICITY TOWARD SOUTHEAST CAMPUS BY THE NEWS MEDIA

WE FURTHER RECOMMEND THAT GREATER STEPS BE TAKEN TO KEEP THE STUDENT BODY, FACULTY, AND COMMUNITY INFORMED OF ALL ACTIONS AND DECISIONS MADE BY THE ADMINISTRATION AND GRIEVANCE COMMITTEE REGARDING THIS INCIDENT.

WE AWAIT YOUR ACTION REGARDING THIS MATTER.

RESPECTFULLY,

RAYMOND HALL (PRESIDENT)

JAMES BERGMAN (SENATOR)

CHARLES GREEN (SENATOR)

DEBORAH HUMPHREY (SENATOR)

EDWARD ROMAN II (SENATOR)

[Incomplete]

TO: Students
FROM: Theodore Powell

RE: Questions submitted by students during meeting May 8

On my desk I have 51 questions submitted by students at my invitation during our May 8 meeting. I have attempted to group these under eight major question headings, and I believe that these headings take care of virtually all the questions submitted. Some of the "questions" were not such at all, but comments. Some were personal attacks (always unsigned).

1. What will be the disposition of a teacher at Southeast Campus, alleged to have struck the mother of a female student?

The teacher in question and his alleged action toward certain students and others, as well as their alleged actions toward him, are the subject of fact finding and inquiry by a grievance board which has been meeting for some time. When the findings of that board are brought to my attention, then it will be appropriate for me to act. To act or comment before that time would be a serious breach of conduct on my part. It would be to prejudge the findings of the committee.

2. What, in general, can be done to get rid of undesirable teachers? Can a teacher be fired?

Whether a teacher is or is not "undesirable" is a subjective judgement. Those who find a teacher "undesirable" have a variety of remedies open to them--for instance, they need not take his classes. There is no teaching approach which will not find some adherents and sympathizers among students and some who oppose. Teachers are not--should not be--politicians. They are not to curry favor necessarily. To be controversial may be the mark of a good teacher.

But can they be fired?

Of course. But not easily. Teachers are protected by a very strong tenure law in this and most states. The purpose of this law is precisely to free the teacher from the necessity to curry favor, to restrict his public statements and the scope of his thought, to conform. The purpose of the tenure law is to allow a teacher to say what he believes without fear of losing his job. If a teacher, however, exhibits behavior beyond the very broad tolerances included in the teacher tenure law, he could be discharged through a process involving a board hearing, and even then he has recourse to the courts to protect his job. The law bends over backwards to encourage freedom of expression in education, because this freedom is essential in any educational program of quality.

3. Will the semester be extended?

Not really. We are moving finals back a few days but we will still be through on the official closing date of June 6.

4. How can you guarantee that we will receive credit for our courses, when our semester has been so drastically cut?

August 25, 1969

TO: Dr. Theodore Powell, President

FROM: Emmett L. Jones, Director of Research and Evaluation

SUBJECT: Progress Report Concerning Implementation of Promises Made During the Two Spring 1969 Student Boycotts, and Implementation of the Chancellor's Guidelines.

A. The March Boycott (March 6-18, 1969)

Demands	Implementation
1. Black financial aid officer now.	1. Hired - began duties Mar. 17, 1969.
2. All students in the Advanced Placement Program be dropped now.	2. The Advanced Placement College Transfer Porgram was discontinued, effective June 5, 1969. Mr. Komiak and Mr. Schuma have been actively engaged in recruiting students for the technical and vocational programs from schools with predominantly black enrollments. Schools visited were: Westinghouse Vocational, Richard T. Crane High, Dunbar Vocational, Hyde Park, Hirsch, Harper, Parker, Calumet, Harlan, Simian Vocational, South Shore, and Carver.
3. Black Studies Department now. Official implementation now, and that the department be organized and implemented as soon as practicable, but no later than September 1969.	3. A Black Studies Department has been established, and there will be 11 courses offered during the 1969 Fall Semester. (Schedule enclosed)
4. Black teachers in the Humanities Department.	4. A committee to recruit black teachers in all departments has been appointed and functioning. In addition to two Black teachers in the Humanities Department, five more have been hired--one in English, one in Social Science, one in Nursing, one in Foreign Lang., and one in Library.

Demands	Implementation
5. Something be done about the racist practices in the Nursing Department.	5. The College found this charge to be both untrue and unfortunate. But the administration and faculty did recognize, however, the necessity of working out, in cooperation with students, a fair procedure for investigating and resolving the grievances of students with faculty, administration or institution. The Southeast Campus Grievance Hearing Board consisted of the following members: Bruce Becker, Andrew Byrd, Howard Friedlander, Howard Gordon, Ralph Jenkins, Sylvia Johnson (Chairman), Michael Krzus, Nancy Lighthall, Jobe Payne, Bertram Scott, Samuel Stalnick, and Geraldine Williams. (The membership included four students, four faculty members and four administrators).
6. Amnesty.	6. The College accepted this demand.

B. The April Boycott (April 28-May 8, 1969)

Demands	Implementation
1. A permanent substitute be assigned to Mr. Phillips classes with the authority to assign final grades. 2. Mr. Phillips be dismissed from the Chicago City College system. 3. A new campus facility be established and ready for occupancy by September 1969. 4. All civil and criminal charges against students be dropped immediately and no further charges against students be filed.	No effort was made by the College to meet the specific demands made by the students during this boycott. The College re-opened on May 8, 1969 after the President of the College had presented to the College Community two statements: (1) For a Better Southeast and (2) Code of Rights and Responsibilities.

Demands	Implementation
5. No reprisals be taken against the students because of their involvement in the boycott, e.g., expulsions, suspensions or any other actions that would adversely affect the academic standing of the students.	The Executive Committee that assisted President Powell in the preparation of the two statements consisted of the following members: Florence Becker, Judy Cieslak, Ted Davis, Charles Evans, William Isaacs, Emmett Jones, Lou Margolin, Gilbert Schechtman, Normal Swenson and Michael Zibrin.

C. Statement offered by the College, May 8, 1969: For a Better Southeast.

Offered	Implementation
1. A realistic and responsive orientation program.	1. An orientation program for Fall, 1969 new freshmen was carried out on August 11 and 12.
2. Faculty seminars on racism.	2. No plans formulated as of this date.
3. Review of the grading system.	3. A new grading system has been prepared by the English Department. The grades include A,B, C, GS credit (good for AA, not for transfer), and Continue.
4. A program of evaluation that would involve all members of the college community.	4. No plans formulated as of this date.
5. A fair and painless registration procedure.	5. A pre-registration of current students for the summer school was held. There was also a pre-registration period in August for current and new students desiring to enroll at Southeast for fall programs.
6. A student information center.	6. A staff consisting of Louis Gilmer and James Bergman has been appointed. Each of these students will be paid for nine hours per week; and they are members of the C.C.C.S.C. A form for the use of the students has been prepared. A stand has been constructed in the Students' Lounge.

D. The Chancellor's Guidelines and Regulations for Campus Conduct.

Directed to Do	Implementation
1. I.D. Cards for all faculty, staff, and students.	1. Already being done.
2. Form a campus committee of faculty, administrators, clerical staff and students to study campus problems and make recommendations for action to campus head.	2. Southeast College Council and Clerical staff.
3. Students, faculty, administrators and clerical staff will assist in formalizing guidelines, in accordance with guidelines, rules and regulations developed for the college system as a whole, which clearly define the limit of legitimate dissent for members of the college community. (See attached Chancellor's guidelines: #5,6,7,8,9,10).	3. Can be assigned.
4. Establish a hearing committee to hear charges made against members of the college community.	4. Provisions have been made for the establishment of a Committee on Student Conduct, and a Committee on professional Standards. (See page three of enclosed Code of Rights and Responsibilities).

Note: The members of the Black Faculty Recruitment Committee are: Marjorie Stepto, William Weiner, Marilyn Marks, Lou Margolin, Jobe Payne, and Michael Zibrin.

cc: Dean Zibrin
Dr. Schechtman

EJ:ma

CUYAHOGA COMMUNITY COLLEGE

Cleveland, Ohio

POSITION PAPER OF THE BLACK STUDENT BODY ON THE EDUCATIONAL RESPONSIBILITIES OF CUYAHOGA COMMUNITY COLLEGE

The last few years have brought about a radical change in the modern college student's attitude towards his educational experience. This new attitude has evidenced within the Black student bodies of American college campuses by the increasing awareness of the lack of control we have over the educational system that shapes the minds of our youth.

The Black man has suffered under a society that fosters racism in all its institutions, from church to school. The schools themselves are the most damaging institution. By making the Black man invisible and denying, by omission or distortion, his contribution to the world's and American's history, the schools have psychologically destroyed the minds of Black youth. By teaching all history, sociology, economics, culture, etc. as if history began in the Western world, the schools have promoted white supremacy, fostered inferiority complexes and self-hatred in Black children, and stripped the Black man of all identity other than that of a history of slavery and degradation.

It is now time for us, as Black students, to alter this picture, for America's benefit as well as our own. The racist foundation upon which America stands must be rebuilt. We will no longer accept this dehumanization. We intend to place the Black man in his proper perspective so that an understanding of the Black race can lead to better race relations between blacks and whites.

The Black students of Cuyahoga Community College have adopted the following demands as meaningful ways in which this college can act to begin to change this situation. The goals are both long and short range ones.

I. The administration should make clear its stand on the question of racism and make clear its committment to combatting racism in the college and the greater community.

   A. The college should give immediate support to the issue of ractist practices of a student hangout called the "Pad".
   B. The college should take steps to have more Black representation in the administration of CCC.
      These representatives should be able to respond to the needs of the students.
   C. The college should immediately begin to recruit more young Black professors in all fields.
   D. The college should issue more scholarships directly to Black ghetto youth and also set up a paid summer tutoring program which will provide jobs for those Black students who wish to work in the Black community and at the same time prepare youth from the inner-city schools to meet the academic demands of college life.

II. Student Government

A. The college should allocate more funds to the school clubs for speakers, cultural events, trips and entertainment.
B. There should be more democratic participation of the student body in decisions such as those that change the constitution in regards to the student cabinet elections, and the arbitrary decisions to change the voting procedures in spring King and Queen contest.
C. There should be appointed or elected a faculty-student board to which grievances can be presented in regards to classroom procedures.

III. Black Studies Curriculum

A. We demand a Black Studies Curriculum which places the Black man in proper perspective in past and contemporary America.
    1. This curriculum shoud be fully accredited.
    2. It should deal with all phases of education, not only history, but economics, sociology, literature, political science, art, music, and religion.
    3. The auditing of this curriculum should be done by Black students in association with Black professors.
    4. There should be Black student participation in the teaching of these courses.
B. We demand a wing of the new campus library to be devoted to writings by and about Black people.
C. In the winter quarter of 1968-69 a Black History course should be instituted into the college's curriculum as a first step toward the Black Studies Curriculum.
    1. Black students should take part in the setting up of this course.
    2. The teacher will be one of our choice.
D. There should be a general course in Afro History or culture that should be a requirement of all CCC students.
E. Courses in the Black Studies Curriculum which are incorporated into existing departments should be made a requirement for a major in that department.

IV. We request a meeting with Dr. Chapman and a delegation of Black students to discuss acceptance of these demands on Wednesday, May 29, 1968.

Cuyahoga Community College

METROPOLITAN CAMPUS
CLEVELAND, OHIO 44115

626 HURON ROAD
(216) 241-1556

OFFICE OF THE VICE PRESIDENT AND CAMPUS DIRECTOR

September 11, 1968

Dr. John Lombardi
Assistant Superintendent
Los Angeles City School Districts
450 North Grand Avenue
Los Angeles, California 90012

Dear Dr. Lombardi:

Your letter to Dr. Charles E. Chapman regarding accounts of student activism that have occurred at Cuyahoga Community College has been referred to me.

The attached position paper was presented to me, as Metropolitan Campus Director; and several meetings were held to discuss the grievances presented in the paper. Many of these grievances were clarified; and where there seemed to be justification for their grievance, steps were taken to improve the area.

I hope this paper will be of assistance to you in the preparation of your paper.

Sincerely yours,

Charles Pappas

Charles N. Pappas
Vice President and
Metropolitan Campus Director

CNP:lj

Enclosure

cc: Dr. Charles E. Chapman

SAN JOSE CITY COLLEGE

San Jose, California

Dec. 12, 1967

Dr. Roemmich:

These are the programs as discussed at the debate held Tuesday, Dec. 12, on this campus.

I. Black Press
  A. We demand that the administration of this college subsidize a Black newspaper. These are to include the following:
    1. Mimeograph machines (access to and free use of)
    2. Access to such materials as stencils, paper, etc.
    3. Freedom of publishing policy
      a. What is and is not to be published will not be dictated by the administration or faculty members.

II. Immediate office space on campus for B.S.U. and Los Amigos Clubs.

III. Negro Heritage Library to be brought out.
  A. This library to be put on display and accessible to all students. This is to be sanctioned by the head librarian immediately.

IV. Scholar-in-Residence Program.
  A. There will be the reinstatement of the Scholar-in-Residence Program.
  B. The former amount of money allocated to this program will also be reinstated.

V. Black Curriculum
  A. There will be three major subject areas.
    1. Black History
      a. African History - to cover ancient African history, and to include the awakening of northern Europe.
      b. The effect of the motherland on northern Europe, and then through slavery.
      c. From Reconstruction to contemporary times; this portion is to deal with Reconstruction up until and including now.

    2. Black Literature
      a. Writings of African Kings in ancient times. Black writers of northern Europe and the world.
      b. Although the class will be two semester time periods, breakdown of subject matter may be decided by instructor.
      c. This area will include Black philosophers, etc.

    3. Black Culture
      a. This section deals with the art, music, way of life, etc., in the motherland before and after European invasion.
      b. The effects of that culture on the Afro-American.
      c. A study for parallels between the Afro-American culture and that of our brothers and sisters in the motherland.

There will be six classes. These classes will be open to all students, and will be taught by Black instructors.

These classes are to be accredited as electives in the majors to which they belong. The number of units are three per class.

Recruitment of instructors shall be the responsibility of the college with as much assistance from the Black Student Union as possible.

The Board or body that decides the hiring must have Black Student Union representatives comprising one-third of the total body. The vote for hiring must be unanimous.

The program is to begin at the start of the Fall semester, 1968. Recruitment is to begin Spring semester, 1968, and all selections are to be final by July 1, 1968.

VI. Apprenticeship Program
  A. A public statement will be issued by the administration of this college denouncing the present structure used for the recruiting of students into the program, and the obvious discriminatory policies of the unions involved by Thursday, Dec. 14, 1967.
  B. A directive will also be issued asking reformation of classes and prerequisites or the expulsion of the program and the denial of use of any other facilities (i.e. tools, instructors, etc.) from the campus by Jan. 2, 1968.
    1. Reformation Directive
      a. Five Black students and five Mexican students will be placed in each class of the program by the beginning of Spring semester.
      b. Said students will become members of the unions involved and only lose membership if student drops the course before the completion of the program.
      c. For students from actual jobs, it becomes the unions' responsibility to see that better jobs in related fields are made available.
      d. Unions must stipulate that rank in union (journeyman, etc.) be given to students at the completion of the program and jobs be made available at the time of completion.
      e. Recruitment of student is responsibility of unions involved. Unions and management must state in writing their agreement to said terms or be off campus by Jan. 2, 1968.

As far as we in the Black Student Union are concerned; we will meet at any time with the responsible persons involved to discuss the situation. However, we expect a statement by Dec. 14, 1967 by 11:00 a.m. or we will be forced to take further action.

We feel our demands are fair and easy to execute. Therefore a great amount of time should not be necessary. If any part of these various programs is not acceptable, or if any program is not acceptable to the administration, then no part of the program, that is to say with deletions or revisions, will be acceptable to us.

We await your reply.

[Signed]

Bill Calhoun, Chairman
Black Student Union
San Jose City College

Bc/dr

GAEL DOUGLASS, President
RENEE BAUM, Vice-President
JOHN R. BROKENSHIRE
DR. JOHN E. MARLOW YANCY L. WILLIAMS

SAN JOSE CITY COLLEGE
2100 MOORPARK AVENUE • SAN JOSE, CALIFORNIA 95114 • TELEPHONE 298-2181 AREA CODE (408)

OTTO ROEMMICH, District Superintendent and President, San Jose City College

December 14, 1967

Mr. Bill Calhoun, Chairman
Black Student Union
San Jose City College
2100 Moorpark Avenue
San Jose, California

Dear Mr. Calhoun:

The following statements are presented in response to your letter of December 12, 1967, requesting administrative action relative to several areas of concern to you and your organization.

1. Your request for a "Black Press" subsidized by the administration.

   The College administration does not presently subsidize any other student publications on campus, nor is it legal for us to do so. Your organization has access to the same facilities as other student groups for the purpose of publicizing your organization's activities. These facilities, which include materials and a mimeograph machine, are located on the second floor of the Student Union. Use of these facilities for your group is subject to the same College rules as apply to all other organizations. We encourage you as well as other student groups to use these facilities for the promotion of your activities.

2. Your request for office space on campus.

   Due to the crowded conditions on our campus, many of our faculty members do not have adequate office space. No other student organizations are provided with office space except the Associated Student Body officers. All student groups, including yours, are provided space for the purpose of holding properly scheduled meetings.

3. Display of Negro Heritage Library.

   The College Library very recently purchased several volumes pertaining to Negro culture. These volumes are prominently displayed and easily accessible in the College Library. The

Director of Library Services has been instructed to expand the total library offerings including additional materials related to black culture. Suggestions for new acquisitions are welcome from any group including students, and you are encouraged to present your suggestions to the Director of Library Services. Student groups are encouraged, also, to develop visual displays in the Library and again, we encourage you to make use of this service.

4. Scholar-in-Residence.

Your request for the reinstatement of funds for the Scholar-in-Residence program should be made to the Student Association which has the singular responsibility for the expenditure of student body funds. The College administration does not regulate or attempt to interfere with the policies of the student government as related to income and expenses unless such policies are in violation of the Education Code. However, the College administration would be more than willing to meet with the appropriate student group to discuss this particular problem or any other problems if invited to do so.

5. Black Curriculum.

San Jose City College has specific procedures to be followed for the development and implementation of new curriculum. These procedures involve careful study by the appropriate department to determine course title and content and unit value as well as articulation with four-year institutions. The department then recommends the course to the Curriculum Committee. Upon approval by the Curriculum Committee the proposals are submitted for consideration by the Faculty Senate, Administration, and if approved presented to the Board of Trustees for adoption. I have directed the Dean of Instruction to refer your requests for new courses to the appropriate departments for consideration. I would encourage you to seek the assistance of your advisor for the purpose of initiating action relative to your request immediately.

The District is governed by State regulations regarding credentials for junior college instructors. The College will follow a policy of nationwide recruitment which will make available the best qualified instructor regardless of race, creed or color. Involved in the selection process are Department Chairmen, the Dean of Instruction, the Vice President, and the President. Whenever possible, instructors within a department are involved in the interview process. The final selection is made by the Board of Trustees upon recommendation of the College staff. If the courses being proposed are approved, the College will make every effort to recruit the best qualified instructor available to teach the course.

6. Apprentice Program.

Our College policy does not condone discrimination in any matters related to the total College program. Even though we have no specific evidence that discrimination exists in these programs, the College feels obligated to request the assistance of outside agencies in conducting a thorough investigation of the entire apprenticeship program.

Under State law selection of students for apprenticeship programs is the responsibility of the industry's joint management-labor apprenticeship committees which are an arm of State government. Since allegations of discrimination in these apprenticeship programs have been submitted to us, we intend to register these allegations with the California Apprenticeship Council and with the Human Relations Committee of San Jose and if necessary with the State FEPC. This we will promptly do. The recommendations of investigating agencies will be carefully considered and appropriate action taken by the College. It is our sincere intention to deal with each issue raised fairly, sympathetically, and in accordance with law. If upon investigation it is found that the practices followed are not in accord with College philosophy, we would request that practices be changed to conform or we would need to seriously consider the further participation in these programs by the College. If allegations cannot be substantiated, I would support the College's continuing its current programs but would request that the advice and counsel of the College administration be sought relative to selection of students in the program.

I welcome your expressed desire to discuss these issues in detail. Please feel free to call on me any time to talk about these or other problems you may have.

Sincerely,

Otto. Roemmich

Otto Roemmich
Superintendent/President

OR/mm

December 29, 1967

TO: All Day and Extended Day Faculty

FROM: Otto Roemmich, Superintendent/President

I am sure all faculty members are aware of the requests which were submitted to me by the Black Student Union just prior to the vacation period. Four of the six requests have been discussed and resolved. The fifth request pertaining to a "Black Curriculum" has been referred to the appropriate departments for their study and recommendation. This is the procedure normally followed for new course proposals.

The sixth request relating to the apprentice programs is not completely resolved at the moment but excellent progress is being made. The College administration, your Faculty Senate President, and the Board of Trustees have been working on this problem continuously throughout the vacation period. Many meetings have been held with representatives of the Black Student Union, Joint Apprenticeship Committees, and other appropriate community agencies. The Board of Trustees at its regular meeting on December 19 took action upon advice of legal counsel to refer the charge of discrimination to the Division of Apprenticeship Standards. This is the prescribed legal procedure to be followed in the handling of such complaints. The Board of Trustees further requested that a report of the investigation of the charges by the Human Relations Commission also be made available to them upon completion of their investigation. Further positive action toward a resolution of the problem is anticipated at the Board meeting on January 2, 1968.

We are optimistic at this moment and do not anticipate any serious problems on our campus. It is expected that the operation of the College will continue on a normal basis without interruptions. If peaceful demonstrations do occur, we request that you conduct your classes as usual.

We do not intend to deny students the right to open and free discussion as long as the educational program is not interrupted. In the event there is an attempt by anyone to interfere or disrupt your class or otherwise interfere with the normal operation of the College, we ask that you immediately notify the administrator responsible for your area. During the day program these administrators are: Dr. McGaw, Dr. Benson, Dr. Bliss, Mr. Goff, Mr. Arnerich, Mr. Holeman, Miss Duignan, and Dr. Roemmich. During the evening program they are: Mr. Sweeney and Mr. Transeth.

The excellent help and support of the faculty, particularly your Faculty Senate President, is most gratifying and has contributed greatly to what I hope will be a successful start toward the early solution of a serious problem.

The attached sections of the Education Code regarding student control and faculty responsibility are submitted to you for your information.

EDUCATION CODE

Sections relative to student conduct

10605 The governing board of any school district shall suspend or expel pupils for misconduct when other means of correction fail to bring about proper conduct.

10605.5 The chief administrative employee at a school shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may be violative of Section 245 of the Penal Code.

10606 Any pupil who wilfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages so caused by the pupil. The parent or guardian of a pupil shall be liable to a school district for all property belonging to the school district loaned to the pupil and not returned upon demand of an employee of the district authorized to make the demand.

12916 (a) Whenever any employee of a school district or of the office of a county superintendent of schools is attacked, assaulted, or menaced, by any pupil, it shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident to promptly report the same to the appropriate law enforcement authorities of the county or city in which the same occurred. Failure to make such report shall be a misdemeanor punishable by a fine of not more than two hundred dollars ($200).

(b) An act by any member of the governing board of a school district, a county superintendent of schools, or any employee of any school district or the office of any county superintendent of schools, which is designed directly or indirectly to influence or urge a person under a duty to make the report prescribed by subdivision (a) not to make such report, shall be a misdemeanor, and shall be punishable by a fine of not less than one hundred dollars ($100) or more than two hundred dollars ($200).

13558.5 Every minor over 16 years of age or adult who is not a pupil of the school, including but not limited to any such minor or adult who is the parent or guardian of a pupil of the school, who comes upon any school ground or into any schoolhouse and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor, and is punishable by a fine of not less than fifty dollars ($50) nor more than five hundred dollars ($500), or by imprisonment in the county jail for not more than six months, or both.

13559 Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools, in the presence or hearing of a pupil, is guilty of a misdemeanor.

13560 Any parent, guardian, or other person who insults or abuses any teacher in the presence of other school personnel or pupils and at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place if the teacher is required to be at such other place in connection with assigned school activities is guilty of a misdemeanor, and is punishable by a fine of not less than fifty dollars ($50) nor exceeding five hundred dollars ($500).

SAN JOSE JUNIOR COLLEGE DISTRICT

January 2, 1968

RESOLUTION

WHEREAS, it is the policy of San Jose City College to insist on equal opportunity without regard to race or creed in all aspects of the College program; and to implement this program positively by means of counseling and remedial courses to help students to overcome cultural and educational disadvantages which may bar them from equal opportunity to acquire vocational and academic skills; and

WHEREAS, charges have been made that the apprenticeship programs deny such equal opportunity to minority students as a result of

a. Selection tests and standards which may tend to make it especially difficult for minorities to qualify; and

b. Unfair practices in the administering of apprentice selection procedures; and

WHEREAS, selection of apprentices is the responsibility - not of the College - but of Joint Apprenticeship Training Committees representing management and labor in the various industries, pursuant to state law;

THEREFORE, BE IT RESOLVED by the Board of Trustees

1. That the College, recognizing that the problem of possible cultural bias exists in tests for every college-level program, seek the cooperation of the State Apprenticeship Council local Joint Apprenticeship Training Committees, and high school guidance counselors, to eliminate possible inadvertent discrimination in apprenticeship courses by every practical means, including remedial courses and counseling and recruitment programs.

2. That, in the event specific instances of unfair practices are reported by the Division of Apprenticeship Standards, FEPC or the San Jose Human Relations Commission, the College shall immediately investigate such charges and call a hearing; if the charges are substantiated, the College will demand that the Joint Apprenticeship Training Committee involved take immediate ;steps to correct the situation or face denial of further use of College facilities; and

3. That, furthermore, each administrator and faculty member of the College be asked to renew his efforts to carry out these policies to the end that this College's educational opportunities are in fact made equally available to all citizens of the District.

Resolution adopted by the Board of Trustees of the San Jose Junior College District, January 2, 1968.

BOARD OF TRUSTEES
GAEL DOUGLASS, President
RENEE BAUM, Vice-President
JOHN R. BROKENSHIRE
DR. JOHN E. MARLOW YANCY L. WILLIAMS

SAN JOSE CITY COLLEGE
2100 MOORPARK AVENUE • SAN JOSE, CALIFORNIA 95114 • TELEPHONE 298-2181 AREA CODE (408)

OTTO ROEMMICH, District Superintendent and
President, San Jose City College

January 3, 1968

Mr. Chuck Hanna
Chief, Division of Apprenticeship Standards
Secretary to Chairman, California Apprenticeship Council
California Department of Industrial Relations
Division of Apprenticeship Standards
305 Golden Gate Avenue
San Francisco, California 94102

Dear Mr. Hanna:

The Black Student Union at San Jose City College has alleged the existence of discriminatory practice in our apprenticeship training programs. Their allegation is based upon their observations that very few black students are enrolled in the programs.

Our Board of Trustees, by official action, has referred the matter to the Division of Apprenticeship Standards for study and action. In addition, the Black Student Union has requested the San Jose Human Relations Commission to investigate the charges.

As educators we know that minority students often find themselves at a disadvantage when taking qualifying examinations. The same problem is encountered, to some degree, in every college-level program...not just the apprenticeship programs. It is for this reason that the college provides remedial programs for students who suffer disadvantage due to their backgrounds.

We are discussing the matter with our local Joint Apprenticeship Committees and have made some specific recommendations which we hope will help resolve the situation. (A copy of my letter to the local Joint Apprenticeship Committees is enclosed.) We are also aware that the local junior college district has no control over the apprenticeship programs other than to provide instructors and classroom space.

We therefore respectfully request your Council consider the following proposals:

1. Re-evaluate effectiveness of tests and other qualifying procedures

to determine if disadvantaged students face unintentional discrimination.

2. Give support to San Jose City College and other Joint Apprenticeship Committees in establishing a Skills Preparation Program or other projects similar to the one outlined in my letter (attached) to our local Joint Apprenticeship Committees.

3. Assist us in seeking state and federal funding to carry out the proposed program.

4. We recommend that the Council request the Bureau of Industrial Education to call a meeting of all junior college districts confronted with this matter to develop on-going solutions on a state-wide basis.

5. We recommend that the Joint Apprenticeship Committees consider the possibility of admitting a limited number of minority students who do not meet apprenticeship program entrance requirements, but who have other identifiable characteristics which would indicate sufficient potential for success in the program.

We should like to emphasize that the Board of Trustees is not passing judgment on the merits of alleged discrimination in this or any other program. However, the Board feels obligated to do everything it can to provide equal educational opportunities for all. A thorough study of the situation will be a constructive step for the entire apprenticeship program on our campus as well as the rest of the state.

Since other junior colleges in addition to many school districts are also involved, the issue raised at San Jose City College has state-wide implications. We request that you evaluate our proposals and respond as rapidly as possible.

Sincerely yours,

Otto Roemmich
Superintendent/President

OR/mm

[Originally typed on letterhead paper]

SAN JOSE CITY COLLEGE
2100 Moorpark Avenue · San Jose, California 95114

January 3, 1968

Chairman
Joint Apprenticeship Committee

Dear Sir:

As you know, allegations have been made that selection standards for apprenticeship programs at San Jose City College tend to exclude students with disadvantaged or minority backgrounds. This is a problem which, to some degree, confronts all college-level educational programs.

Under law, community colleges must offer equal educational opportunities to all. Our trustees fully endorse this policy. Moreover, it is our obligation to encourage all individuals to pursue education to the fullest extent of their abilities--not only for the sake of the individual, but for the betterment of our entire community. Our entire curriculum is devoted to this endeavor. Remedial courses and intensified counseling are aggressively utilized to help correct difficulties so the student has maximum opportunity to acquire useful vocational and academic skills.

In these and other ways, the college tries to keep its doors open wide to all who can benefit from post-high school education. In the area of apprenticeship programs, however, it is the Joint Apprenticeship Committee--not the college--which selects students pursuant to procedures and standards established by state law.

Many Educators have questioned the ability of testing procedures to properly measure the student's innate ability to succeed in a given trade or occupation. Revision of existing testing procedures is constantly being made in an effort to gain most realistic results. Therefore, we invite you, along with the other Joint Apprenticeship Committees, to join us in urging the California Apprenticeship Council to review and re-evaluate the various selection procedures and take other appropriate steps to eliminate any possible barriers to equal opportunity for participation.

Additionally, we invite you and the other Joint Apprenticeship Committees to join with us in developing a program at San Jose City College to aid the able, but disadvantaged student in becoming better qualified for selection in the apprenticeship program. Such an effort might be referred to as the "Skills Preparation Program." The college is prepared to work with you in developing a program which would include these proposals:

1. Addition of special courses in math, English or other areas which might help prepare the student for apprenticeship programs.

2. Establishment of a vigorous recruitment program with the full help of the college to help identify and recommend candidates for both the Skills Preparation Program and the apprenticeship programs.

3. Intensification of counseling and guidance already available to help retain those who are encountering difficulty in studies.

4. Investigation of the possibility of using work-study funds to provide employment for those students in financial difficulty.

5. Development of special tutoring programs--possibly using City College Students as tutors--to help students achieve their potential in both the Skills Preparation Program and the apprenticeship programs.

6. Exploration of availability of state and federal assistance in carrying out this program.

7. Utilization of all City College facilities and services to help students who complete the Skills Preparation Program find employment while awaiting openings in the apprenticeship program.

8. Formulation of a cooperative venture to articulate the values of vocational training to high schools and junior high schools in the San Jose Junior College District. Included in this effort could be these items:

    a. A brochure prepared by the college and the Joint Apprenticeship Committees describing career opportunities and vocational education services available locally.

    b. Intensification of efforts of coordinators who deal with high school and junior high school counselors.

    c. Use of college facilities to publicize the concept of vocational education throughout the community.

    d. Direct appeal to parents of high school students through various channels of communication available to the college.

9. Reactivation of a master apprenticeship advisory committee with representatives from each of the Joint Apprenticeship Committees, and other racial and cultural areas of the community.

10. We recommend that the Joint Apprenticeship Committees consider the possibility of admitting a limited number of minority students who do not meet apprenticeship program entrance requirements, but who have other identifiable characteristics which would indicate sufficient potential for success in your program.

Students who successfully complete the Skills Preparation Program should be well qualified and therefore have reasonable assurance of acceptance into the apprenticeship for which they have prepared themselves as openings occur. We believe such a program could enhance the existing apprenticeship program, broaden its base and better serve the community as well as the trades themselves.

We ask you to evaluate this proposal and suggest any alternatives. We welcome the opportunity to meet with you as soon as possible with the hope the program can get under way in the Spring Semester, which begins February 5th.

Sincerely yours,

Otto Roemmich
Superintendent/President

OR/mm

January 4, 1968

TO: All Day and Extended Day Faculty

FROM: Otto Roemmich, Superintendent/President

On Wednesday, January 3, 1968, several classes in our evening apprentice program were entered by some members of the Black Student Union who were accompanied by other students and adult individuals from off campus. They refused to leave the classroom even after an administrator had explained College regulations and asked them to leave.

This is the second time such an incident has occurred. In both instances the students were informed that this is a violation of school regulations and must be stopped. If further such violations occur the necessary action will be taken to enforce College regulations.

I have been informed that class interruptions may be attempted on our campus this evening. It is the intention of the College administration to prevent this from happening or to take the appropriate action to remove unauthorized personnel from the classrooms if they should enter.

We urge all of you to do whatever you can to encourage students not to enter classrooms unless they are members of the class.

Your cooperation will be very much appreciated.

OR/mm

To Department Chairmen: I would like to suggest that you contact those instructors by telephone who have left the campus so they may be informed as to the current situation.

[1-16-68]

EDITORIAL..BLACK STUDENT UNION CHARGES DISCRIMINATION

A FEW WEEKS AGO..THE 64 MEMBER BLACK STUDENT UNION AT SAN JOSE CITY COLLEGE CHARGED DISCRIMINATION IN THE STATE APPRENTICESHIP PROGRAM. THE B.S.U. PRESIDENT SET FORTH DEMANDS TO BE MET AND INSINUATED THAT IF THEY WERE NOT MET..SOME ACTION WOULD BE TAKEN BY THE GROUP TO DISRUPT THE NORMAL EDUCATION PROCESS.

AFTER MUCH INVESTIGATION AND DISCUSSION BETWEEN ALL INVOLVED..IT APPEARS THAT THE ONLY DISCRIMINATION INVOLVED IS THE REFUSAL TO ALLOW THOSE WHO DO NOT PASS THE ENTRANCE EXAMINATIONS THEIR RIGHT TO PARTICIPATE IN THE APPRENTICESHIP PROGRAMS. ALL CITIZENS, BLACK OR WHITE, ARE SUBJECT TO THAT REQUIREMENT.

KNTV FEELS THAT EVERY CITIZEN IN OUR COMMUNITY SHOULD HAVE EVERY OPPORTUNITY OUR SOCIETY MIGHT PROVIDE. SELF IMPROVEMENT IS HOWEVER A PERSONAL THING..IT REGUIRES INITIATIVE BY THE INDIVIDUAL. IT IS NOT SOMETHING ONE GIVES TO ANOTHER.

LOWERING THE ENTRANCE STANDARDS AS DEMANDED BY THE BLACK STUDENT UNION IS NOT ONLY ILLEGAL BUT IS A FORM OF DISCRIMINATION IN REVERSE.

CITY COLLEGE PRESIDENT OTTO ROEMICH (REM ICK) HAS A BETTER PLAN. ROEMICH HAS SUGGESTED A SKILLS PREPARATION PROGRAM. SUCH A PROGRAM WOULD ALLOW ANY INTERESTED STUDENT THE OPPORTUNITY TO UPGRADE HIS KNOWLEDGE AND SKILLS SO THAT HE MAY MEET THE MINIMUM REQUIREMENTS. THE APPRENTICESHIP TRADES ARE EXPECTED TO ENDORSE THE PLAN. IT APPEARS TO US THAT THE BLACK STUDENT UNION WOULD DO WELL BY THE PEOPLE IT REPRESENTS IF IT SHOULD ALSO ENDORSE THIS MEASURE.

END

COLLEGE OF SAN MATEO

San Mateo, California

SAN
MATEO
JUNIOR
COLLEGE
DISTRICT

2040 PIONEER COURT, SAN MATEO, CALIFORNIA 94402

April 14, 1969

John Lombardi, Assistant Superintendent
Los Angeles City School Districts
2140 West Olympic Boulevard
Los Angeles, California 90006

Dear John:

I have two sets of "demands" for you. The first set, marked "A," was issued in October; the second, "B," surfaced in December.

If your interest is specifically confined to the realm of black activism, however, you should understand that--in our analysis, at least--the driving force behind both of our "demand" sets was brown activism, not black.

Black students went along for the ride, we are told, but it was primarily the brown students who felt short-changed because the Readiness Program, in its first two years of operation, had been aimed particularly at meeting the needs of black students. When the Program was enlarged this last fall to embrace more substantial numbers of brown and oriental students also, these students had the primary motivation of wanting someone of their own color to identify with, as the black students identified with Bob Hoover.

If all this raises more questions than it answers, I would be happy to try to clarify the situation.

Cordially,

John M. Hubbard
Assistant for Community Relations

JMH:wh
Enclosures

BOARD OF TRUSTEES:

Francis W. Pearson Jr., President
Robert A. Tarver, Clerk
Eleanore D. Nettle
U. S. Simonds Jr.
Carl E. Ward

Clifford G. Erickson, Chancellor and Superintendent

A

c 10/68

STUDENT DEMANDS FOR THE NEEDS OF THE COLLEGE READINESS PROGRAM

1. We demand that the College of San Mateo financial aids office be reorganized according to the Office of Education Division of Financial Aids offices at major institutions processing large numbers of financial aids applications. That is, the Financial Aids Office at College of San Mateo will include a minimum staff of four full time financial aids officers, several assistants, and a number of fund raisers as well as fund dispersers. Since the majority of applications processed by the financial aids office has been, and will continue to be, those of minority students and tutors, we further demand that the College Readiness staff and students play a part in the recruitment and selection of financial aid officers.

2. Because the continuing success of the College Readiness Program depends upon individual tutoring and careful training and supervision of tutors, we demand that all tutors and tutor supervisors whom the College Readiness Program designates as in need of financial support be guaranteed $2.00/hr. for tutors and $3.50/hr. for tutor supervisors for a minimum of 15 hours/week. All tutors who are able to volunteer their time and talents will continue to serve in the program without pay.

3. We demand for the College Readiness Program additional counselors and/or counselor aids at a ratio of one counselor or two counselor aids for every one hundred students in the program. Because of the necessity for these counselors to communicate constantly with social workers, probation officers, doctors, lawyers, college and universities, and the extensive record keeping made necessary by the Nation's attention to the program, we further demand at least one additional full time program secretary.

4. We demand a college commitment to a minority curriculum to be developed in cooperation with the divisions of the college and the minority groups involved: Afro-Americans, Mexican-Americans, American Indians, Orientals, Latin=Americans and Philipino-Americans. With this commitment, we further demand an active recruitment of minority faculty and a voice for minority students in the selection of minority faculty.

5. We demand that the minority curricllum at CSM be so developed that it lead to a division of minority studies and the granting of an A.A. degree in minority studies.

6. So that every minority student at the college may be assured at least two courses in minority studies each semester and so that white students may be offered a chance to take minority studies, we demand sections of minority studies courses at a ratio of 6 units for every 18 minority student on campus.

7. We demand the expansion of the experimental English 67 Phonetics Program develope by Marcia Bernet and Mary Hoover to include one instructor for every 75 students and additional sections of the existing English 67 for students completing English 67 Phonetics. We futher demand that Mary Hoover and Marcia Berent be hired to direct the program and to train new faculty and tutors in their method of teaching reading.

8. We demand the immediate hiring of Aaron Manganiello and Pat Sumi as counselor-aids to work with Brown and Oriental students as a replacement for the vacancy created by the reassingment of a program counselor to the adminstration building.

9. We demand the addition of a full time position, tutor coordinator, at a salary of $8,000,00/year.

10. To provide adequate transportation for program students, we demand a free north county bus and additional south county bus to include the area of Redwood City.

11. We request approval to pursue Federal funding under the Devloping Instutions Act to build a dormitory on campus for program students.

ALL POWER TO THE PEOPLE

B

[12/68]

Third World Demands

1. We demand the immediate establishing of a Third World Studies Division and courses being taught through various divisions be immediately part of the Division, and all instructors in this division receive full time pay.

2. That a Third World educator be chosen by the Third World Studies Division (faculty and students) and that he receive title, salary, privileges commensurate with his position as chairman of a department of studies.

3. That there will be a Third World Studies Division which will grant an A.A. Degree in Third World Studies.

4. That the Third World Studies Division, chairman faculty staff, student peer group, and the Third World Community have the sole power to hire faculty and control and determine the destiny of its division.

5. That the College Readiness Program have the sole power to hire its staff and determine its destiny.

6. That no disciplinary action be administered in any way to any students, workers, teachers, or administrators during and after the strike as a consequence of their participation in the strike.

7. That a Third World person be director of the school financial aids office.

8. That the Board of Trustees not be allowed to dissolve the College Readiness Program or the Third World Studies Division.

9. That any campus organization have the right to have any speaker or speakers on campus, and speak on any issue in any way they see fit.

10. That all police of any kind must disarm themselves and display their badges openly while on campus.

11. All the hiring of Third World personnel in and out of the Third World Studies Division must be reorganized to meet and recognize the needs of Third World People.

12. That the restrictions and regulations recommended by the Board of Trustees on December 11, 1968, concerning out-of-district and out-of-state students be rescinded immediately.

Board of Trustees

Pearson, Francis W., Jr. President
3849 Bret Harte Dr.
Redwood City, Calif.
home - 366-6311
bus. - 368-4685

Nettle, Eleanore D. (Mrs.)
400 Turner Terrace
San Mateo
343-6559

Simonds, U.S. Jr. Clerk
34 Park Road
Burlingame
home - 343-7822
bus. - 343-3775

Tarvar, Robert A.
105 Roblar Avenue
Hillsborough
home - 342-3751
bus. - 343-1867

Ward, Carl E.
616 Perrott Dr.
San Mateo
home - 344-5995
bus. - 342-8161

Ewigleben, Robert L.
College President
1972 Los Altos Dr.
San Mateo
345-9728

COLLEGE OF SAN MATEO

Minutes of a Joint Meeting

Between the Faculty Senate and Administration

October 16, 1968

It was moved by Mr. Short, seconded by Miss McMillin, and passed unanimously that:

The faculty support the President's position marked Rationale and the section labeled Student Responsibilities in the President's report which follows.

Rationale

The Board of Trustees, administration, staff and I, as President of the College of San Mateo, are fully committed to the continuance of the College Readiness Program. This commitment is without reservation and will not deviate now or in the future. It should be clearly recognized that confrontations, demands, problems or other difficulties will not sway our dedication to continue this significant program.

~~At the same time~~, critical inquiry and self-examination that lead to meaningful change will be conducted through the use of processes that have been established at College of San Mateo. We will not circumvent these processes or the resources they represent. The talents available in this college community are considerable, and they will be used to move along a path of progress. This is not to suggest that processes which do not function adequately will be used to block change or progress. It is simply that the processes which have always been available have not been adequately tested or used. If they fail to yield solutions, then they will be changed. In the meantime, however, it must be understood that the issues we face require the active consideration and involvement of students, faculty and administration before lasting solutions can be attained. Change cannot be the prerogative of a single individual or a single group.

College of San Mateo is founded on the philosophy that "a free society requires intelligent support, that the individual (student or staff) has worth and dignity, and that the College has obligations both to society and the individual." Therefore, this is an open campus, where differing points of view may be expressed and examined, where dialogue will be encouraged, and where staff and students may move about freely. There are no circumstances that warrant the exclusion of members of this campus community from discussions of the issues that concern them or from carrying out their assigned responsibilities. Threats, physical abuse or other actions that inhibit the normal operation of the College will not be tolerated.

Further, it will be recognized that the employment of any individual is subject to the same process and procedure as the employment of any other individual. Moreover, the several divisions, individual members of the faculty and administration will continue to discharge their responsibilities in these processes and in recommending to the Board of Trustees the employment of specific individuals. The advice and counsel of others will be sought in the tradition of an open campus, but the responsibility for making the final decision will not be delegated. The quality of this College is dependent upon the quality of the staff, and the progress we have made in attracting and maintaining an outstanding faculty will not be attenuated now or in the future.

Response to Dr. Ewigleben's Positions

It was moved by Mr. Pinney, seconded by many faculty members, and passed unanimously that the faculty approve of the position stated by Dr. Ewigleben in the form submitted and that the reorganization of the Financial Aids Office without stipulations be done and that students be involved in the process.

1. Reorganization of the Financial Aids Office

The reorganization of the Financial Aids Office will be pursued with the advice and counsel of students in concert with the Dean of Student Services and the Faculty Permanent Committee on Student Personnel. At the same time, I have directed the Dean of Student Services to conduct a thorough examination of the Financial Aids Office to determine what reorganization of this office would be most appropriate for meeting the needs of all of our students. This review will include an assessment of the adequacy of funds, sources of funds, distribution of funds, personnel required, placement functions and any other aspects which could enhance the effectiveness of this service. I have also asked the Dean of Student Services to make a full report explaining what happened to cause this difficulty in work-study funds, why this happened and what will be done to prevent a similar depletion of funds in the future. These reports are to be made on or before November 1, 1968.

It was moved by Mr. Pinney, seconded by many faculty members, and passed unanimously that:

2. Tutor Pay

Work-study funds have been restored to their original level. Adjustments for tutors or tutor supervisors, subject to the usual supporting rationale and review by budgetary bodies, will be considered in the formulation of the 1969-70 budget. The final disposition of this demand will be presented in December or early January.

It was further moved by Mr. Curren and seconded that we commend the tutors and tutor supervisors who are serving without pay.

It was moved by Mr. Pinney, seconded by Mr. Curren, and passed unanimously that:

3. Additional Counselors

The College is prepared to support this proposal. Currently we are seeking the necessary funds and are prepared, with Board approval, to hire two additional counselors for the College Readiness Program. Moreover, the College will continue its policy of employing the best qualified persons who are available. The needs of the students in this program are such that the most talented and able counselors will be required. The use of para-professionals might be appropriate. (See #8 below.) These counselors are being sought and will be hired as soon as possible. A secretary for the program will be considered in the usual manner for the 1969-70 budget.

It was moved by Mr. Gossett, seconded by Mr. Angerbauer, and passed unanimously that:

4. Minority Curriculum and Faculty

This College has accepted the responsibility for developing a minority curriculum currently; the Dean of Instruction is meeting with students and staff to delineate such a curriculum. It should be recognized that processes used for curriculum development, resulting in six new courses for minority students this year, are again being employed. In this same connection, faculty will be recruited within the context of an open campus, and those charged with selecting faculty will continue to exercise their responsibilities in this process.

It was moved by Mr. Wagner, seconded by Mrs. Hazelton, and passed that:

5. Minority Studies Division

The creation of an instructional division is the responsibility of the faculty, administration and Board of Trustees. In accordance with established procedures, therefore, this item has been referred initially to the Committee on Instruction for study and recommendation.

It was moved by Mr. Kimball, seconded by Mrs. Hazelton, and passed that:

6. Sections of Minority Courses

The development of an appropriate ratio of minority course sections to a given number of minority students, so both white and students of color may be assured an opportunity to take such classes, has been assigned to Mr. Hoover, Miss Wirth and Dr. Pearce. They have been asked to submit a recommendation on or before November 1, 1968.

It was moved by Mr. Pinney, seconded by several faculty members, and passed unanimously to adopt the following:

7. Expanding the English 67 Phonetics Program

Two instructional aids have been employed to teach the experimental English 67 Phonetics program: Marcia Berent and Evelyn Morales. The Chairman of the English Division and the Dean of Instruction have been asked to establish the need for additional sections and submit a recommendation within the week. If the need for additional staff or in-service training is documented, those charged with the responsibility for selection will act.

It was moved by Dr. Witt, seconded by several faculty members, and passed to support Dr. Ewigleben's statement as follows:

8. Hiring Counselor Aids

Additional counselors are being sought, and the critical needs of students in the program dictate that they be fully qualified. I support the hiring of Pat Sumi if recommended by the Dean of Student Personnel and the Director of the Readiness Program.

It was moved by Mr. Prochaska, seconded by Mrs. Pex, and passed that:

9. Tutor Coordinator

This will be considered for inclusion in the 1969-70 budget when the supporting rationale for this position has been developed.

It was moved by Mr. Prochaska, seconded by Mr. Lorenzato, and passed that:

10. Transportation

Detailed information on all aspects of the proposal for provision of additional transportation for program students will be presented to the Board of Trustees, together with my own recommendation for approval. Meanwhile, to expedite the start of the service, one student driver is currently being trained and other applicants are being selected by Mr. Hoover. The routing of any additional transportation would be established by the Dean of Men, and overall supervision of the service would be in the charge of the Business Manager.

It was moved by Mr. Pinney, seconded by Mr. Alexander, and passed that:

11. Dormitory Facilities

On-campus dormitories for any use are not considered suitable for this College. It might be noted that past college experience with this operation of such facilities proved highly unsatisfactory. Therefore, approval of the request to seek federal funding for such a building for program students cannot be granted at this time.

In connection with each of the above responses it will be noted that the efforts of the faculty and the administration will be in concert and shall not duplicate one another. The administrative staff or any other resources the faculty may require will be made available to the faculty. The administration will assist the Faculty Senate Committee to acquire the information they need or provide other services the faculty may deem appropriate so they may draw their own conclusions and make their own recommendations.

It was moved by Mr. Short, seconded by Miss McMillin, and passed unanimously that the following be adopted:

Student Responsibilities

Following are student responsibilities in maintaining an active involvement in operations of the College of San Mateo:

1. To recognize that all students have the right to hold private meetings where issues of concern to students, faculty and administrators can be discussed. At the same time, the philosophy of an open campus requires that, even at private meetings, means be provided for persons in attendance who may have differing or similar points of view to make their concerns known. The use of student or student-designated guards or other actions to restrict the attendance or inhibit the discussion at any meeting is not appropriate at College of San Mateo under any circumstance. This College will provide any and all support needed to assure that an open dialogue in a private setting can be attained, and this responsibility will not be delegated to students.

2. To recognize that only one individual has been designated and will serve specifically as a spokesman for the College Readiness Program, and that person is Mr. Robert Hoover. In the event that a press conference or some other means of officially communicating the needs or position of the College Readiness Program is required, this will be accomplished by Mr. Hoover in concert with the College President. Essentially, it will be recognized that the College Readiness Program with Mr. Hoover as its spokesman is an integral and continuing part of the College of San Mateo, and the responsibility for representing the program as a part of the total College will not be delegated.

3. To recognize that passage of the bond issue on November 5, 1968, is vital to the welfare of the total college community. In fact, if this bond issue fails to pass, all programs and functions at the College will be seriously impaired. The gravity of the financial position of the San Mateo Junior College District and, thus, the dire need for this bond issue cannot be stressed too strongly. If the bond issue does not pass, the financial limitations of the District will demand that progress be stopped and that all energies be devoted to trying to meet existing commitments.

4. To recognize that individuals who disrupt or interfere with the normal operations of the College of San Mateo are subject to criminal or civil actions and suspension or expulsion from the College. The College will use every means at its disposal to see that the rights of every individual to be actively involved in the educational process are fully protected. Once again, this is an open campus, and the continuance of that condition will prevail.

In addition, it was moved by Mr. Wallace, seconded by Mr. Kaufmann, and passed that the following statement be approved.

Multiple Dialogue Group

We, the Center for Human Communication and Human Institute, are under contract with College of San Mateo and we are presenting the following proposal to handle the current crisis.

To improve understanding that leads to ACTION that will fulfill the needs of the campus community, representatives from the following factions will meet together in a Confrontation Group:

Board of Trustees
President of the College
Administration
Faculty
Leaders of the College Readiness Program and other groups
Student Body

The Confrontation Group will meet in the television studio at 11 a.m., Thursday, October 17, and will continue as long as necessary.

It is expected that this confrontation will lead to action groups which will continue to meet.

Respectfully submitted,

Anita Lehman, Secretary

Minutes of the Governing Council Meeting
on October 22, 1968, in the Faculty Center at
College of San Mateo

A. The Governing Council of the Academic Senate at College of San Mateo recommends that individual faculty members be guided by the following.

1. All students who have been absent from class during the weeks of unrest and crisis, beginning October 7, 1968, be permitted to remain in class
2. Students who have missed academic work during the past weeks be permitted to make up such work
3. Students who have missed work to such a degree as to be reasonably assured of a final failing grade be immediately advised of their state of academic jeopardy, and further be advised to withdraw promptly as though withdrawing under provisions of a "type of withdrawal I"
4. Any further activities by students of an abnormal nature which lead to absence from class or disruption of the educative processes on this campus are viewed by the Faculty as inappropriate and intolerable
5. Any action taken by Faculty members with respect to resolutions 1, 2, or 3 in no way indicates the intention of the Faculty to relinquish in the future any of its rights or privileges as stated in the Rules and Regulations of the San Mateo Junior College District.

B. It is recommended by the Governing Council of the Faculty Senate of the College of San Mateo that the above motion be carried to the Board of Trustees on Wednesday, October 23.

C. The Governing Council moved to support Dr. Ewigleben in his position represented by the minutes of October 16, plus the clarification statements of October 17, 18, 19, and 21, which are attached.

Respectfully submitted,

Anita Lehman
Secretary and Acting Chairman

AL:mh
Attachment

ALL FACULTY October 23, 1968

COLLEGE READINESS PROGRAM

A Summary of Multiple Dialogue Group Meetings on October 17, 18, 19, and 21, 1968

1. Reorganization of the Financial Aids Office

It was generally agreed that this item was acceptable as stated provided that action is taken immediately on the reorganization of the Financial Aids Office. It was also agreed that Dr. Ewigleben would recommend to the Board that a grantsman or some other individual to seek federal funds be hired as soon as possible.

2. Tutor Pay

This item was generally accepted by those in attendance with the understanding that the present level of pay for tutors and tutor supervisors would be maintained since increasing the rate would mean that less tutors would be available to program students.

3. Additional Counselors

It was pointed out that additional secretarial help is being sought by Mr. Morse and that Mr. Hoover felt that this problem could be adequately resolved for the present. It was also noted that Pat sumi will be presented and recommended to the Board of Trustees by Dr. Ewigleben on Wednesday, October 23.

Mr. Pinney would ask that the Faculty Senate be convened by Tuesday, October 22, 1968. The Faculty Senate will be asked to take the position that students who have missed classes because of their activities on behalf of the College Readiness Program should not simply be dropped with "W" or "F" grades. Instead, they should be given an opportunity to make up their work.

4. Minority Curriculum and Faculty and 5. Minority Studies Division

a. Three minority students are to be appointed as voting members of the subcommittee to the Committee on Instruction, which is currently considering minority studies curriculum. Such an appointment would be temporary until the minority studies planning and recommendations are completed.

b. A minority member of the faculty is to be appointed to the same subcommittee with sufficient release time to pursue total minority curriculum planning and study the feasibility of a division of minority studies. This individual should also serve as chairman of the subcommittee.

c. If a minority studies division is formed, the chairman should be a minority member of the faculty.

d. The planning and implementation of minority curriculum is to be completed this spring so that new courses can be offered next fall semester or sooner.

e. The goal of the subcommittee on minority curriculum should be that at least four additional courses will be developed and offered. In addition, the Board should commit sufficient financial support in the 1969-70 budget to insure that at least four new courses can be offered during the fall semester.

6. Sections of Minority Courses

Statement is acceptable as is.

7. Expanding the English 67 Phonetics Program

The action of the faculty to review the rule on nepotism is supported as being necessary. Moreover, the Professional Personnel Committee should communicate with the College Readiness Program as to the progress that is being made on this issue.

8. Hiring Counselor Aids

Two new counselors are needed immediately and the ratio that is developed should be continued by the Board so that adequate counselor assistance will be available this spring and in the future to students in the College Readiness Program.

The recommendations of the committee specified in response #6 of the minutes of the October 16 meeting of Faculty and Administration will be presented to the Board for their adoption. In addition, the recommendations of this committee are to be reviewed by the Student Personnel Committee.

9. The Tutor Coordinator

The rationale for this position is available and will be documented by Mr. Morse. A tutor coordinator will be needed during the spring semester and the College will seek additional funds to hire such a person for the spring. At the same time, this position will be continued thereafter in the regular budget.

10. Transportation

This statement is acceptable as is.

11. Dormitory Facilities

Further study of this proposal will be forthcoming at a later date.

FCP:mh

Office of the President
College of San Mateo

October 30, 1968

REMARKS OF PRESIDENT ROBERT L. EWIGLEBEN TO BOARD OF TRUSTEES AT MEETING ON OCTOBER 23

(Note: In response to several requests from faculty and staff, the text of this statement is herewith reproduced for distribution to all College of San Mateo personnel.)

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Nearly three weeks have gone by since I first received the College Readiness Program's series of demands.

They have been weeks marked by angry confrontations, a lengthy hearing before this board, countless meetings with students and staff, a half-day occupation of the administration building; exhaustive deliberations by various faculty groups and by the entire faculty, still more meetings with students and staff...and a great deal of hard thinking and soul-searching on everybody's part.

Two things could have happened during this time.

We could have caved in, in the misguided belief that saying yes, yes, yes was the only way to avoid serious trouble.

That did not happen.

We could have taken a stance just as rigid as that in which the demands were presented. We could have said, "You come to us with flat-out demands. We don't like that. We'll give you a flat-out answer: No."

That did not happen, either.

Either of those two reactions would have been purely emotional. And neither this country, nor any educational institution in this country, should be ruled by emotion.

Reason must prevail.

It would have been a betrayal of the purpose of this college, a betrayal of our responsibility to the community, to seek any other course but a rational one.

It would have been a mockery of education to fail, in the sight of angry faces, in the sound of angry voices, to respond beyond those to what was actually contained in the demands...to evaluate what was being asked, not just how it was being asked.

This type of response, this type of evaluation is what we have aimed for.

This, and two things more:

First, to let our students know, in no uncertain terms, that change here is not going to be effected by threats, intimidation or coercion. Change is only going to occur through orderly, democratic process. Any other approach can do any cause far more harm than good. Any other approach simply will not be tolerated.

Second, because of our faith in the democratic process, we have endeavored to seek as much involvement as possible among all elements of our college community--faculty, staff and students--in moving to solve any problem that confronts us. What affects any of us, as members of this college community, affects all of us. Constructive action, therefore, must represent all of us, involve all of us.

I am not interested in trying to run a one-man show on this campus. I am interested in strengthening an institution where everyone contributes to educational gain, and everyone shares in the benefit of that gain.

This may sound high-flown.

Perhaps it is. You'll have to be the judge of that.

As for me, I am convinced that, high-flown or not, it's the only way to fly. It's the only way to make sure we are really a college, that we do not succumb to the easy-way-out temptation to satisfy ourselves with being just a lock-step knowledge factory.

Now, just to make sure we all have all the background in perspective, I'd like to make several specific points:

Point No. 1--Nothing that has happened during the past three weeks has altered my commitment to the goals of the Readiness Program. Both the board and I restated this commitment at the board's last meeting. At the risk of being tedious, I want to restate it again tonight. If our society is to overcome the most serious domestic problem that besets it, the doors of colleges such as this must be wide open, the energies we possess must be directed, in fair measure, toward helping the so-called disadvantaged become advantaged.

Point No. 2--The needs of the Readiness Program were not unnoticed by us, nor unconsidered, prior to the presentation of the demands. We were already working on many of these needs. As a matter of fact, I received the demands in my office just after I had walked out of a lengthy meeting where several of the very issues raised in that document had been rather thoroughly aired with members of the Readiness staff.

Point No. 3--Meeting any of the needs expressed in the demands--where legitimate need can be demonstrated--takes money. And, as anyone who has studied our budget knows, this college is not exactly overburdened with money. Providing extra financing for one area of our educational activity means taking money from some other area, where justifiable need already has been proven. Weighing all the factors involved in any such decision is not an easy, nor a spur-of-the-moment task. It cannot, or should not be done on that basis just because a panic button gets pushed. The "why," the "how much" and the "where will it come from" all have to be carefully considered even in an emergency situation.

Point No. 4--In contrast to what has happened at other educational institutions all across the country, the occupation of our administration building was relatively peaceful, but.... And I emphasize the "but." Certain factors cannot be overlooked. Take the matter of the monetary cost of this action on the part of a very, very small percentage of our students. It has been estimated, conservatively, that employe working time lost amounted to approximately $2400. Add to that figure the $375 required for building repairs and custodial overtime for cleanup, and the $450 itemized in loss of property from desks and offices in the building, and you have a total bill of some $3225. Take these matters into account, also: The switchboard was taken over by students involved in the occupation, and incoming phone calls were completely stopped for hours. No employes in the building were seriously injured, true, but some were pushed out of their offices and verbally abused. Thus, even though the price that was paid here may seem insignificant when viewed in perspective with the price that was paid elsewhere, it cannot be defended on that basis. Any such price is too high, and it shall not be paid here again.

Point No. 5--Don't let anyone tell you we have been trying to pursue delaying tactics or duck the issue. We have not. Period. More man-hours of time has gone into seeking solution of this problem than probably any other instance in the history of the college. The faculty alone deliberated on my proposed recommendations to the board for nearly six hours. Nearly 300 teachers and administrators attended that meeting from beginning to end. In itself, this amounted to roughly 1800 man-hours. I would hate to try to add up the additional hundreds of hours that have been devoted by all of us--administrators, faculty, students and board members alike--to various aspects of this situation...

One final word before I close.

An optimistic, hopeful word.

Through all these weeks, there has been a potential for destruction. I think that has now been turned around. I think we now have opened the door for construction, indeed that we have already begun to build.

I think what has transpired has given us all a new appreciation for what we have here on this campus, thanks to the taxpayers of this community, and what our road into the future must be to realize the full fruits of this priceless gift.

We may not be totally out of the woods yet...but we do have in sight the daylight ahead.

We do see, and I do not exclude the demanders or the occupiers of the administration building from this statement...we do see what immense good can come from all of us working together toward our common objectives: the best, the most relevant education for all our students.

I think it is eminently clear, also, that our only possible path to reach that objective is the democratic path, the rational path.

I, for one, will have it no other way.

READINESS PROGRAM CHRONOLOGY
Fall Semester, 1968-1969

September President Ewibleben appoints Robert Hoover head of Readiness Program.

Some students in Program demand firing of Gilberto Villarreal, whom they and the Readiness staff had helped select during the summer as a brown student counselor. Ewigleben refuses to accede to demand, but reassigns Villarreal to other duties in administration building.

October 4 President Ewibleben announces a special budgeting committee has been formed to look into possible transfer of funds to the Readiness Program from other parts of the college budget. Noting that Hoover has said the Program has "hit rock bottom financially" and that his appeals to government agencies, foundations, civic and business groups, and industries have received a "virtually non-existent" response, Ewigleben also announces he will ask the board of trustees to consider a major appeal to the community for funds.

8 Representatives of Readiness Program (about 150 in number) confront Ewigleben outside administration building, present him with 11 demands, calling for more financial aids personnel, more Program counselors, more minority courses and teachers, a division of minority studies, expansion of remedial reading program, hiring of Aaron Manganiello and Pat Sumi as counselor aids, provision of additional free bus transportation, approval to pursue federal funding for a campus dormitory for Readiness students, etc. Ewigleben says demands appear "reasonable," promises to present them to board of trustees. Some students enter administration building, cause minor disruptions, but soon disperse.

9 Governing council of Faculty Senate launches study of Readiness Program to determine how problems arose and how to solve them, urges administration and board to provide funds to keep Program in operation until study can be completed and calls for faculty to contribute money through voluntary payroll deductions.

Board of trustees, meeting in gymnasium with approximately 700 people in audience, emphasizes continuing commitment to Readiness Program, indicates a two-week timeline on action on the Program demands. Francis W. Pearson Jr., board president, tells audience: "We will not be intimidated or coerced. We must look logically at all aspects of this problem, keeping in mind not only our responsibility to Readiness students but to all CSM students. There is only so much money in the budget, and it is a tight budget. Additional help to one program may mean additional hardship to another."

11 Student representatives of New Black Generation, Brown Heritage and Whites Against Racism hold press conference in Readiness Center, declare: "We do not want to present an ultimatum, but

because of the very apparent bad communications we may be forced to do so. We have been told of studies going on and of things being done, but we see no results or timetables. Right now we are pleading for assistance, but next time you won't hear a word."

15 Approximately 200 students occupy administration building for nearly six hours, calling primarily for hiring of Manganiello and Miss Sumi. At about 5:15 p.m. (building normally is locked at 5 p.m.), police are called to clear the building. They do so with no violence. Total cost of incident estimated at $3225: with $2400 in lost working time, $375 for repairs and cleanup, and $450 in loss of property from desks and offices. No one seriously hurt, but some employees pushed out of their offices and verbally abused. No arrests made.

During the occupation, Ewigleben presents his responses to Program demands to Faculty Senate at a meeting in campus theater.

16 Ewigleben announces his proposed responses to Program demands over closed-circuit television, warns "the fun and games are all over," adds: "I am taking extremely firm action against any disruption. The police will be used and serious action taken against any student who violates laws or student codes."

Faculty Senate, at 5 1/2 hour meeting, endorses Ewigleben's responses to the demands, incorporating only minor changes in his wording. Responses propose: reorganization of financial aids office to meet greatly increased volume of business plus review of its past operation to ascertain reason for premature depletion of work-study funds for tutors in the Program, restoration of these work-study funds to original level by shifting money within the college budget, hiring of two additional Program counselors, consideration of additional minority courses through committees already established for this purpose but encouraging student participation in these deliberations, study of the demand for a minority studies division, investigation of need for expanding remedial reading program (two additional teachers had already been hired for this program), hiring of Miss Sumi (but not Manganiello), provision of additional free transportation for Program students, rejection "at this time" of demand to seek federal funding for dormitory. Senate also approves Ewigleben's rationale fro responses which welcomes "meaningful change" through democratic processes, but says "change cannot be the perogative of a single individual or a single group... Threats, physical abuse or other actions that inhibit the normal operation of the college will not be tolerated." Rationale also emphasizes that although advice will be sought in hiring of personnel, the board of trustees' "responsibility for making the final decision will not be delegated."

17 Local newspaper editorial says student occupation of administration building was "a hasty breach of trust," since Ewigleben and board of trustees were in the process of considering Program demands. Editorial also warns: "Chances of (the Nov. 5 bond issue's passage) are poor in the present tax climate anyway, and the seizure will add voter resistance. A failure will hurt the whole district, the Readiness Center included."

23 Board of trustees, again meeting in gymnasium with 300 persons in attendance, unanimously endorses Ewigleben's responses to Program demands.

30 Hoover declares he will not comply with request from Ewigleben to ask Manganiello to stay away from the Readiness Program.

November 1 Hoover is suspended for "insubordination" after Manganiello is found still involved in Program despite an order from Pearson to Hoover that Manganiello leave. Superior court issues a temporary restraining order to bar Manganiello from campus.

4 Ewigleben reinstates Hoover, explaining that his suspension resulted from a difference in interpretation of what the order from Pearson meant. It was not intended, according to Ewigleben, to put Hoover in the role of a "campus bouncer."

5 Manganiello defies restraining order by returning to campus and to Readiness Center.

- Manganiello cited for contempt of court.

5 District bond issue defeated at polls, securing less than 50 per cent affirmative vote. (At first submission, in March, it attracted nearly 65 per cent affirmative vote.)

20 Injunction against Manganiello ordered in superior court.

21 Manganiello tells reporter he will no longer participate in Readiness Program. Instead, he says, he will teach "underground" classes on the campus in guerrilla warfare, the teachings of Mao Tse-tung and "the nature of capitalism and imperialism in the United States."

22 Crude homemade bombs explode at about 2 a.m. outside window of Ewigleben's office and office formerly occupied by Philip Garlington, dean of instruction. Windows shattered, but little other damage caused.

24 Manganiello arrested on charge of violating court order.

25 Bomb explodes in classroom wastebasket in late afternoon, and another bomb found in same building after it fails to detonate. Areas unoccupied at time; little damage.

To refute "administrative inaction" charges in Readiness Program publications, administration issues "Rumor vs. Fact" report documenting progress on help for Program. These points are made: Study of financial aids operation completed and application made to federal government for five times as much aid in 1969-70 as was asked for the current year, district funds allocated to make up work-study shortage, hiring of Gilbert de la Rocha as Program counselor being worked out, student-faculty group working on more minority courses and minority studies division, extra sections added to remedial reading program, additional bus service now in operation. Report also discloses Miss Sumi cannot be hired because of discovering of "disqualifying data."

26 With financial aids audit completed (revealing several areas where better checks and balances were needed to assure proper allocation of funds), Ewigleben asks board of trustees to approve community campaign to raise $105,000 to match an emergency allocation in same amount for student grants. Allocation requires dollar-for-dollar matching from private sources locally. Board indicates general support for proposal, but calls for development of specific guidelines for campaign. After hearing report from Ewigleben on campus bombs, window breakings, and fights and classroom disruptions that have resulted in suspension of nine students, Trustee Eleanore D. Nettle comments: "The lamentable fact is that every incident like this cuts down on the possibility of raising money, no matter how desperately it may be needed, or passing bond issues to build classrooms, no matter how urgently they may be required."

[De La Rocha hired]

December 5 San Mateo Fire Chief Noe Chanteloup announces he has had the college's master alarm box disconnected because so many false alarms have been turned in recently--seven, for example, in the space of two hours on a single afternoon. Chanteloup agrees to hook up the system again after conferring with college officials, who warn students that anyone turning in a false alarm or setting a fire will be expelled.

9 Fire set in men's restroom is extinguished. Another alarm proves false.

11 Ralph Ruiz, chairman of college Third World Liberation Front strike committee, announces that boycott of classes will be sought on Dec. 13 to support student strike at San Francisco State College and gain backing for new set of 10 "non-negotiable" demands which will be issued at CSM also on Dec. 13.

Four more false alarms are reported by fire department.

[11] Board of trustees tightens admission requirements for students from out of the district, explaining that because of the present financial situation their first obligation is to serve the needs of district residents. Action is perceived by some Readiness Program personnel as a move against minority students.

Board of trustees approves community fund campaign to aid needy students. "We intend to move very rapidly on this," says Ewigleben. "The situation is urgent."

12 Suspended black student, Donald Grimes, enters Ewigleben's office, reportedly tries to attack him with steel pipe, but an office visitor wrests pipe away. Student then reportedly strikes Ewigleben with fist. Other students, standing outside president's office, smash windows. Later a white student, Kenneth Cheeseman, suffers broken jaw in fight with other students identified as members of Third World Liberation Front, during outdoor rally to build support for boycott of classes.

Fires set in couches in women's restroom near theater and in conference room in student center. One student taken to hospital for treatment for smoke inhalation.

13 At beginning of day, Ewigleben announces that suspension action is being taken against "15 to 20" students as a result of incidents the preceding day. This, he says, is in addition to the dozen or so suspensions that have been ordered during the past few weeks of campus tensions. He adds that expulsion of three other students also is being considered, and criminal complaints have been filed against three. "The college," he says, "simply cannot tolerate intimidation, coercion and the use of force."

Third World students hold noon rally outside administration building. Ewigleben, assured by rally leaders that the event and a march around campus to follow will be peaceful, agrees to keep police off campus to avoid any provocation that might lead to violence. Hoover and others speak at rally, which lasts approximately 1 1/2 hours. Then march begins. When marchers reach classroom area, some break away, begin smashing windows, running down hallways, overturning vending machines, attacking students and teachers with steel pipes. All violence occurs in span of perhaps 10 minutes. By the time police can be summoned, people involved in the violence have fled the campus. Twelve persons are injured, several of them seriously, and property damage is estimated at $5000. Third World demands still have not been presented to administration.

Ewigleben announces that college will remain open, that strict security measures will be employed to safeguard students and staff, and that police will be stationed at entrances to campus and in buildings. Rallies will be suspended until further notice. Faculty Senate, at a night meeting, approves Ewigleben plan.

16 Local newspaper editorial, noting Faculty Senate's overwhelming support of Ewigleben plan and narrow-margin affirmation of backing for students in Readiness Program, concludes: "That is close to a lack of confidence in the Readiness Program, which figuratively if not literally provided the sally port for the 100-plus militants who ran amuk. It adds up to a demand that students 'of color' in the Readiness Program, who are achieving identity and pride, do something more: be responsible."

Ewigleben announces that Hoover and Joan Wirth, Program counselor, will be reassigned to other duties.

City councils in San Mateo, Burlingame and Redwood City vote support for trustees and administration of the college, in the manner in which they are handling the Readiness problem.

17 Board of trustees, at special meeting, unanimously endorses Ewigleben action in removing Hoover and Miss Wirth from Readiness Program. At same time board restates its "wholehearted commitment to meeting the educational needs of students of color."

Nearly 2000 students sign petition supporting actions taken by administration to assure an open campus.

Arrest warrants issued for two student minority leaders and three others suspected of being involved in the Dec. 13 violence. Ten students are suspended, and "dozens more" face similar action, according to Jack Alexander, dean of students.

Millbrae City Council expresses its official support of the trustees and administration in their handling of the situation.

20 Faculty Senate votes 195-3 to expand the Readiness Program tutorial phase so that it can offer services to all students needing such assistance, regardless of color.

26 County Human Relations Commission appoints special committee to investigate "disturbed conditions" at the college.

Dr. Frank Pearce, college research director, points out that expansion of Readiness Program is not being proposed as a reaction to the Dec. 13 violence or to student demands. Revanping of the Program has been under study for months, he says.

27 Ewigleben announces that minority students who missed classes during the week following the Dec. 13 violence are being urged to return when instruction resumes after the Christmas recess. "We don't want to lose anyone who wants an education," he says.

[27] District attorney's office, analyzing Third World demands which still have not been presented to administration, points out that board of trustees would be powerless to comply with several items, without express approval of State Board of Education.

January 3 Five rifle shots are fired into the former home of Trustee Carl Ward, and residence next to that of Trustee Robert Tarver is valdalized.

4 Hoover is offered job on staff of Chancellor Erickson, "to spearhead development of educational opportunities for minority students at all colleges in the San Mateo Junior College District." At same time, electronics executive David Packard announces pledge of $25,000 to fund campaign and more than 50 part-time jobs for minority students through Midpenninsula Urban Coalition.

6 Instruction resumes after Christmas recess; tight security measures remain in effect. Readiness students threaten walkout Friday if satisfactory reassignment of Hoover and Miss Wirth is not accomplished by then.

Commendation for the strong stand of trustees and college administration in the handling of "the disruption of the campus" is voiced by the combined real estate boards of San Mateo County and area land title companies.

7 The Garlington home is firebombed about 1 a.m. Bomb is hurled into garage beneath the Garlingtons' bedroom. They escape, but two automobiles are destroyed and total damage exceeds $20,000.

Erickson and Hoover, at evening press conference, announce Hoover is accepting job on Erickson's staff as his assistant for minority programs.

Jerry O'Neill, publisher of The Advance-Star in Burlingame, accepts chairmanship of community fund campaign.

8 Miss Wirth is reassigned to classroom teaching in the CSM English division.

Board of trustees approves reassignment of Hoover, hires Ella Turner as an additional counselor in the Readiness Program and hears from Erickson that tentative OK has been secured from federal officials for $1,474,000 in student grants, loans and work-study funds for 1969-70. Board also adopts new policies which will enable campus administrators to require, in times of tension, student identification cards and visitor permits.

- Three former Readiness students who have transferred to upper divisions at four-year schools are hired on a temporary basis to help staff the Program.

23 Board of trustees approves establishment of citizens advisory committee on minority programs to aid toward "developing insights for improving programs and services" for minority students. Erickson also announces creation of a teacher-student advisory committee on minority programs. Both groups will be representative of the various minorities served by the colleges. Board also urges state to increase financial support of junior colleges and their needy students, particularly where minorities are involved.

24 Community leaders from throughout county are enlisted in fund campaign at campus meeting called by Erickson.

[chronology ended here--both Hoover and Miss Wirth later resigned.]

ACTION OF THE GOVERNING COUNCIL

OF THE

COLLEGE OF SAN MATEO FACULTY SENATE

December 12, 1968

Present:

George Short, President
Wilson Pinney, Vice President
William Zempel, Treasurer
Anita Lehman, Secretary
Terry Curren, Life Science
Carol Fouts, Physical Education
Daniel Odum, Telecommunications
Virginia McMillin, Health Occupations
Henry Cordes, Foreign Language
Duane Wakeham, Fine Arts
Florence Jaffy, Social Science
Bill Dickey, Physical Education
Jim Ice, Physical Science

THE COLLEGE OF SAN MATEO FACULTY SENATE GOVERNING COUNCIL CONDEMNS TACTICS WHICH DISRUPT CLASSES AND THE REGULAR COLLEGE ACTIVITIES UNLESS ALL ORDERLY PROCESSES WITHIN THE COLLEGE STRUCTURE HAVE BEEN UTILIZED TO RESOLVE AN ISSUE AND A MAJORITY VOTE OF THE STUDENT BODY AND/OR THE FACULTY SENATE SUPPORTS SUCH ACTION. THIS FACULTY WILL NOT ACT UNDER DURESS OR COERCION.

With regard to the Third World Demands, The Governing Council views with dismay the essentially irrelevant, spurious, imitative, and shoddy nature of the demands as printed. It is our opinion that the demands have little or no validity in theory or fact at College of San Mateo. We view these demands as transparent tissue fabricated to provide the weakest and most fragile support for a strike designed merely to copy abjectly the students' strike at San Francisco State College. We see the "demands" as a phony attempt to copy the movement of minority students at San Francisco State.

To explain our opinion we wish to call attention to these points. The connection between the "demands" and the demands of students at San Francisco State is self-evident. Anyone who has read the San Francisco State demands can see immediately the similarity. It is as though one were asked to view the San Francisco State students' demands through a sheet of transparent acetate, fly-specked with a few editorial amendments aimed at giving the "demands" some sense of relevance to College of San Mateo. The students who might join a Third World Liberation Front organization on the campus have not yet taken enough initiative to register as an official club or organization, nor have they submitted intention to operate as an Ad Hoc group on this campus. It seems doubtful, then, that these students have availed themselves of any of the avenues by which groups on campus may seek reforms or effect changes.

On the specific demands we submit these observations:

1. There is no definition of the scope or interest of students who might logically be considered members of a "Third World" group. What "courses being taught through various divisions" are referred to? To our knowledge only one instructor at CSM is working in minority studies on less than a full-time contract, and that instructor does so at his own insistence.

2. This demand is confusing. It suggests a department chairmanship for the head of a division; it suggests that faculty and students already exist in a division that does not exist.

3. This demand, too, is confusing. We see no basis for a degree until a division exists.

4. Again, this demand is confusing. At present NO DIVISION has "the sole power to hire its staff."

5. Ditto.

6. This demand is in direct conflict with the demands of the College of San Mateo College Readiness Program.

7. If one engages in actions which are infractions of established rules, one must stand ready to accept responsibility for those actions.

8. The Faculty Senate and the Board of Trustees are on record supporting the College Readiness Program.

9. Present policy of College of San Mateo guarantees that any duly constituted student organization has the right "to have any speaker or speakers on campus ..." We support the position that such campus organizations must take responsibility for the actions of any speakers.

10. We believe that the presence of police on campus is justified solely to insure the safety and security of all members of the academic community.

11. It is the policy of the College to seek out and hire people of color.

December 17, 1968

STATEMENT TO STUDENTS, FACULTY AND CITIZENS OF THE SAN MATEO JUNIOR COLLEGE DISTRICT

The Board of Trustees of the San Mateo Junior College District places itself firmly on record as reaffirming:

1. Wholehearted commitment to the task of meeting the educational needs of students of color at the District's colleges, as an integral part of its overall responsibility for meeting the educational needs of each student and all students at those colleges. This commitment includes the optimum provision of educational programs, both transfer and technical-vocational, and of the appropriate staffing for these programs.

2. Continued determination to do everything possible, within the framework of budgetary limitations, toward assuring all necessary services--special counseling and guidance, tutorial assistance, etc.--for all students who come to the District's colleges inadequately prepared at the outset to achieve academic success. This determination is underscored by the recognition that although great gains have been made in such services, particularly over the last two years, further improvements still remain to be accomplished. These will be undertaken as rapidly as solid planning and financial capability permit.

3. Unswerving dedication to the challenge of securing adequate financial assistance--in the form of loans, grants, scholarships and work-study opportunities--for all students who require such assistance to pursue their education at the District's colleges. This dedication is exemplified by the recent approval for the conduct of a community campaign to raise $105,000 in matching funds for a federal allocation that is currently available but unusable except to the extent that it is locally, and privately, matched. To date, during the present college year, $356,451 has been expended or committed for student financial aid. If the $105,000 can be raised from local sources, a total of $210,000 can be added to the aid program--bringing the overall figure to some $566,000. An estimated three-quarters of the money already expended or committed, as well as of the amount still sought, is for students involved in the special counseling-tutorial services referred to in item No. 2 above.

4. Full acknowledgment of the basic obligation to insure the students' right to learn and the teachers' right to teach in an atmosphere of academic freedom (both in the classroom and in consideration of ideas and divergent points of view outside the classroom) as well as freedom from intimidation and indoctrination. This acknowledgment includes the precautionary willingness to provide whatever campus security measures may be required to maintain such an atmosphere.

Towards the ends reaffirmed in the foregoing, the Board again emphasizes its complete support of President Robert Ewigleben and the College of San Mateo faculty in the actions they have taken and the manner in which those actions have been both promulgated and prosecuted. The Board also expresses its profound appreciation to the personnel of law enforcement agencies and the District Attorney's Office for the invaluable services they have rendered, and are rendering, for the preservation of campus peace and freedom, and for the protection of people and property.

[Signed by 5 members of the Board and the Chancellor]

[12/13/69]

Motion #1: Overwhelmingly passed.

The CSM Faculty Senate backs the position of Dr. Ewigleben 100 per cent in the following matters:

1. Students have the right to attend class and teachers have the right to teach.
2. Third World people have the right to protest legally, but not to interfere with the right to teach and learn.
3. Police protection will be provided in all academic buildings beginning Monday.
4. Beginning Monday the campus will be open only to faculty, staff, or students, who will need to show their identification.
5. If it can be shown that CSM faculty or students recruited students from off campus to come to this campus to cause trouble, they will be prosecuted.
6. All rallies are called off until further notice.
7. There will be no outside speakers until further notice.
8. Criminal action will be taken against all who violate the law.
9. Due process will be provided all subject to disciplinary action.

Motion #2: Overwhelmingly passed.

The CSM Faculty Senate unqualifiedly condemns the use of violence on this campus. Those who resort to violence--that, the illegal use of force--as a means of coercion, for whatever purpose, must understand that such action must be dealt with firmly and by whatever force is necessary by the proper authorities. The atmosphere of a college campus must depend on reason as a means of resolving issues.

Motion #3: Passed by a vote of 58 to 50

We reaffirm our full support for the students of the C.R.P. and petition the Board of Trustees urgently to seek more adequate financing for the program.

Motion $4: Overwhelmingly passed.

In order that this college may continue to function for its primary purpose of educating all its students, the CSM Faculty Senate takes the position that those student groups presenting grievances, requests, or "demands", present them in an orderly process.

SEATTLE COMMUNITY COLLEGE

Seattle, Washington

[February 26, 1969]

These are the demands which the students involved with the sitin at Dr. Erickson's office made:

1. Get Dr. Erickson here on campus.
2. Amnesty shall be granted to all individuals involved.
3. Dr. Erickson should report what happened when he met with Governor Evans.
4. Let us see a transcript of the Senate hearing.
5. Let the SCC trustees arrange for Dr. Erickson's return.
6. Hire competent Negro administrators sensitive to student needs.
7. Distribution of the operating budget should be fairly and equitably divided among all four programs of the college.
8. Give more financial assistance to needy students.
9. Student and faculty should be given more involvement in policy-making at the decision-making level.
10. The capital budget should be funded by the State authority rather than from tuition bonds.
11. The first priority from now on must be given to the completion of the Central Campus.
12. Community representatives, including representatives of Black organization, faculty members, radical student organization, and students, must be included on the Campus steering committee.
13. Any survey conducted concerning programming of the Central Campus must reflect the needs of future students, including present high school and junior high school students, and the general Central community.

These demands were made with the addition that, whatever action the Board might take, a progress report should be printed in the Collegian no less often than every other week. An agreement was made that Dr. Erickson meet the demonstrators and talk to them at 11:00 a.m. in the Summit Branch, and the trustees should meet at the same place an hour later. These meetings would be open to anyone who might wish to attend, although only students affiliated with the demonstrators should present or explain the demands.

[BSU and SDS - 2/26/69]

From the Students of SCC for / Release:

Yesterday many SCC students participated in a direct confrontation with Dr. E. K. Erickson. The subject of the meeting has since been conveyed to the general student body via the different news media. While the issues raised were very important, we feel that the whole situation, concerning these issues stems from a basic problem--the Administration is not responsive to the true needs of our community. The Administration seems to feel the priority for the SCC student lies outside the Central Area. We, as students won't support this position. Many students, faculty members, and people in the community are fed up with arbitrary decisions that affect their lives. Because of this, we are now speaking out. WE NOT ONLY WANT OUR CENTRAL CAMPUS NOW...NOW WE ONLY WANT A CENTRAL CAMPUS.

1. The First priority must be given to the Central Campus. All Funds, Plans, and construction on the North Campus must be stopped immediately. The need is evident that the Central Campus must have first priority. Not all of the Central Area residents have the means for transportation to the North Campus. The power structure is attempting to perpetuate the class stratification in that the North Area is already served by Shoreline C.C.

2. Community representatives, Faculty members, and students must be included on the Central Campus steering committee. The present members of the Steering Committee are not representative of the Central Area Community. The people of the Central Area Community, the Faculty members, and the students are the most qualified to decide the function and purpose of the Central Campus.

3. There must be equal representation of Black people in all positions on the Central Campus with the local community having a voice in their selection. These community groups must have the priority in all appointments and dismissals.

4. High school and Jr. High school students in the Central Area must be included in any survey concerning the future programing for the Central Campus. Any survey program conducted today among college parallel students must be halted because it does not reflect the needs of the future students of the Central Campus. Any survey conducted must include the general Central Community.

These demands set forth are fundamental to all the people of Seattle, expecially those citizens of the Central Area.

5. The editor of the City Collegian, Sherri Michael, must be removed from the newspaper. She doesn't reflect the needs of the students.

These students demands are supported by the SCC BSU and SDS.

RESULTS OF SDS-BSU SIT-IN

Seattle Community College SDS and BSU have won the battle, but have not yet won the war. Today they and you are invited to meet the Board of Directors to negotiate the various demands made of the board.

ARE YOU CONCERNED? These issues are of vital importance, perhaps not to you but to your brothers and your sisters, to all those who will use Seattle Community College in the years to come.

The administration has granted a demand that any student or faculty member who wishes to attend the meeting will be excused from their 11:00 and 12:00 classes to do so.

Please attend to hear the facts in this investigation and the 13 points the students involved in the sit-in have drafted for acceptance by the Board.

THE ADMINISTRATION HAS ADMITTED that the demonstration was legal and the best action to take under the circumstances; with this precedent there should be further interesting complications.

What took place at, "the most peaceful sit-in demonstration in the history of universities," and what takes place at the meeting today will be of great relevance in all future dealings between the students and the administration.

THE MAIN ISSUE is that of a central campus. The administration has started construction on a north campus, while relegating the question of a central campus to next year. Many students object to this on the grounds that the residents of northern Seattle is already served by a northern community college, Shoreline, and a southern community college, Highline. The students and residents of the central area want a college in the central area available to those who cannot travel north and cannot travel south; Seattle Community College should be the central college.

Other issues are at stake. For those who continuously ask, "What can I do?" the answer is YOU CAN HELP by being present to confront Dr. Erickson and then the Board of Trustees in ROOM 208 EDISON SOUTH at 11:00 AM today, Thursday, Feb. 27, 1969.

SDS-BSU ALLIANCE
THE STUDENT ALLIANCE COMMITTEE

SEATTLE COMMUNITY COLLEGE
1718 Broadway
Seattle, Washington 98122

May 8, 1969

Robbie Mantooth/Mary J. Merry
EA 4-4534

FOR IMMEDIATE RELEASE

Seattle Community College officials reached an agreement with Frank A. Williams, chairman of the college Black Student Union Friday on procedures for central campus planning.

Williams said he would seek the reaction of other B.S.U. members as well as Central Area residents over the weekend.

These procedures would establish a college planning council with advisory committees--one for each of the three college campuses. Members of the present citizens' advisory committee who live outside of the Central Area will direct their attention to the campus within their area. The committees will also meet to assure coordination and communication in planning of all three campuses.

Recommendations for additional members of the Central Campus committee from the college B.S.U. and central area community are to be submitted to the college by Williams on Tuesday. The college will also seek additional nominees for the north and south campus committees. Williams had called for a boycott of classes Thursday and led a peaceful demonstration in protest of what he said was inadequate representation of the Central Area community in planning Central Campus facilities and curriculum. Approximately 50 students of the 12,000 student body participated.

"We feel that people outside the central area cannot communicate with the mass of people within the central area," Williams said.

(More)

Jerry Brockey, college director of planning, said he welcomed the involvement of the college Black Student Union in Central campus planning.

"It is apparent that we haven't understood each other completely to date. We want planning procedures to encourage the greatest participation from the communities involved," he said. "We must have thorough communication if the campus is to serve the people."

He emphasized that only general guidelines for programs at the three campuses have been developed so far.

"We will be seeking more information about the community's needs before we zero in on an individual campus curriculum," he said.

He said the college has applied for federal funds to finance an in-depth survey of educational needs in the immediate service area of the central campus.

He emphasized that any campus plans must remain flexible enough to provide not only for the immediate needs of the community but for needs that are sure to continue to change in the future.

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SEATTLE COMMUNITY COLLEGE

ADMINISTRATION CENTER
Office of the President

MEMORANDUM

May 13, 1969

TO: All Students, Faculty, and Staff

FROM: Ed K. Erickson

SUBJECT: Seattle Community College Policy Statement

As chief administrative officer of a public community college, I wish to emphasize that the school is here to serve the educational needs of the community. It will remain open to any student who wishes to pursue his education. Any group--or individual--which interferes with this stated purpose, or which fails to respect the rights and privileges of other members of the college community, will be subject to the provisions of both the SCC student discipline code and appropriate civil law.

EKE:mf

SEATTLE COMMUNITY COLLEGE

Office of the President

May 13, 1969

MEMORANDUM

TO: All Students, Faculty, and Staff

FROM: Ed K. Erickson

SUBJECT: Educational Programs in the City Center Campus

There has been much misunderstanding in recent weeks relating to the planning of educational programs at the new City Center campus of Seattle Community College.

Yesterday, the local chapter of the Black Student Union--represented by A. Frank Williams and Robert Davis, Jr.--presented me with certain "demands" concerning this planning. Briefly, Mr. Williams and Mr. Davis wanted written guarantees about the curricula at the City Center campus when it opens in 1972.

Thus, prior to my next meeting with these gentlemen, I wanted to accurately inform you of the situation and the views of the College in this matter.

The problem, I am sure, arose from a long-range plan developed by outside consultants for the Seattle School District. I view this long-range plan as a guide only and not as a locked-in device by which we will always be bound. In other words, there is, and always will be, extremely flexible limits within which we direct our planning. The needs and demands for the inclusion and location of community college programs have changed appreciably since the long-range plan was developed and they will continue to change as we build our City Center campus.

It is difficult to accurately predict at this time all of the programs which will be required at the City Center campus in 1972. This is particularly true in the occupational and technical fields where changing technology may drastically alter our course offerings.

To accommodate this change, we are attempting to design buildings that can be easily converted to the requirements of the next generation of Seattle Community College students and the programs which they--and the community--request.

My intention has always been that the City Center campus be the most comprehensive of the three campuses. It should include at least as complete a college transfer program as we now have and, hopefully, can offer expanded offerings with increased enrollment. It should include a complete basic education and adult high school program, in addition to the present developmental program. It should include as broad a program of vocational-technical courses as are now available.

But it will not always be possible to offer every program on every campus of the Seattle Community College system. Costs of duplicating equipment, instructors, and facilities will be prohibitive. Those that come to mind are aircraft mechanics, data processing, heavy duty mechanics, and dental technology. (Two of these, incidentally, will be retained exclusively at the City Center campus.)

Two major factors will determine the continuation or addition of any vocational-technical program on any campus. They are enrollment and financing.

Perhaps, however, we have dealt too long on the philosophical problems that face us and too little on the practicalities. Therefore, I am taking these steps to clear up the misunderstanding and to reach a resolution to the problem:

(1) I am inviting Mr. Williams and Mr. Davis and the group which they represent to submit the names of their nominees for the City Center Campus Advisory Committee to me immediately. These individuals will have an opportunity to articulate the educational needs of the area served by the City Center campus. These individuals will be included on the Advisory Committee.

(2) I am inviting Mr. Williams and Mr. Davis to present to me a priority listing of programs and courses for the City Center campus. I am also requesting that they provide me with a recommended timetable for the inclusion of these programs along with their specific recommendations for course offerings at all campuses of Seattle Community College. These will be acted upon by the Board of Trustees at its May 15 meeting.

(3) I am assuring the students of Seattle Community College--present and future--that free transportation between the individual campuses of the system will be available if it is necessary for them to take a course at some other location than the one at which they are resident. Plans for this have already been implemented.

(4) I am assuring the students of Seattle Community College that our plans for a full-time equivalent student population at the City Center campus will be the basis for all planning of that facility. Further, I am assuring that an offering of courses in all areas will be made.

(5) I am inviting Mr. Williams and Mr. Davis to meet with me again on Wednesday, May 14, 1969, at 10:00 a.m. in the Administration Center conference room to further discuss and evaluate these proposals. Mr. Arthur Siegal, chairman of the College's Board of Trustees, will also be present at that meeting.

(6) I am inviting--once more--all students who so desire to attend the meeting of the Board of Trustees at the Washington Branch beginning at 9:30 a.m. on Thursday, May 15, 1969.

These proposals, all made in good faith, are designed to solve a problem rather than create one. It is my strong feeling that any misunderstandings which have occurred can be resolved to the mutual benefit of the College and its student body.

EKE:sb:isp

SEATTLE COMMUNITY COLLEGE

ADMINISTRATION CENTER
Office of the President

MEMORANDUM

May 15, 1969

To: All Faculty & Staff

From: Ed K. Erickson

Re: Board-BSU Agreement

Late yesterday the College's Board of Trustees reached an agreement with Black Student Union representatives concerning their requests for community involvement in the planning of the new Central Campus and the Board's intent to offer a full spectrum of courses at that campus.

The purpose of this memorandum is to summarize the major points of that agreement and to inform you regarding the operations of the school.

First, the Board has no legal power to delegate any of its final decision-making powers to any group. This was made eminently clear to the BSU and other interested students by a representative of the State Attorney General's staff. The Board has, however, constantly encouraged a maximum of community involvement in the College planning function. This has been done through numerous advisory committees.

Second, the Board agreed to reconstitute the present Central Campus Advisory Committee into a City Center Campus Citizens Council which will have broadened responsibilities in the planning and direction of the Central Campus.

Third, there ultimately will be three councils developed, each relating to the geographic area served: North, Central and South. These councils will be formulated, based on the membership recommendations of business, industry, labor, students, faculty and citizen groups. They will be free to organize themselves in a manner that they deem most appropriate.

Fourth, the president of each campus will serve as the executive secretary of his respective council in the same relationship that I currently enjoy with the Community College District Number Six Board of Trustees. For administrative purposes, the three campus presidents will report directly to me in the same manner as at the present.

Fifth, the campus citizen councils have been charged with assisting in the preparation and implementation of the budget, planning of facilities and the offering--based upon faculty recommendations--of a full spectrum curriculum. The guidance which each of the councils provides to the Board will be a major factor in its decision.

There has been concern expressed that the establishment of these councils will alter the role of faculty, students or administrators within the Seattle Community College district. This is not the case at all. Rather, this is another approach to making the college more immediately responsive to the needs of the community it serves. Practically speaking, it is the translation into real terms of the educational phrases of "involvement," "relevance," "community attunement" and "serving the public needs" which we all read and hear regularly.

The Board is convinced that this is a workable solution to a long-existent problem. They feel it is worth a try. So do I. Your cooperation in making it a workable arrangement is sincerely requested.

EKE:mf

[May 20, 1969]

To: All students, faculty, staff and citizens of Seattle

From: Black Student Union - Seattle Community College

Subject: Central Area Campus

The Central Area Campus should be a comprehensive institution serving the broad needs of modern society; its goals should be to increase the economic, political, social and cultural rewards of the citizens through education and training -- giving society's dependants a chance to improve their lives.

In order for the Central Campus to serve the people of the community, a FULL SPECTRUM of courses must be offered.

The Central Campus is committed to providing services to all people of all ages regardless of racial or ethnic background, level of education, annual income, or other excluding factors. Students will range from those who are learning to read and write, to those who are completing the first two years of college; and from those who drop in from work for one class to seek one special interest of skill to those who wish to achieve complete personal development.

The schools in our community are the concern of our community. The Black Student Union at Seattle Community College therefore feels that concern must also be illustrated on behalf of the community, so we are asking for the support of the community.

FROM: The Black Student Union
Seattle Community College

May 20, 1969

The Black Student Union of Seattle Community College will continue the effort to make certain that the Central Area Community is truly represented in the planning for the Central Area Campus. Promises made now are worthless unless some guarantee is made that they will be carried out in the future. History will record that for the Black man the way to Hell has been paved with broken promises.

However, we have the good sense to know that there is no use taking totally apart what we have now over a point which may have to be adudicated at a level higher politically than the Seattle Community College Board of Trustees. If this is the case, and the College wishes to truly demonstrate its concern for the Central Area Community the following demands will be met forthwith:

1. The President of Seattle Community College will delegate, in writing, full power and authority to the Central Area Campus President to organize his own form of Community, Faculty and Student liaison organization.

2. The President must authorize immediate parking facilities construction as a prelude to the building of the Central Area Campus.

3. The President must immediately assume full and personal power and authority for aggressive planning and implimentation of the Central Area Campus and reduce in scope and number the committees which up to now have represented their own thinking and not that of the Central Area Community.

4. Present a written report for Community persual of present land acquisition for the Central Area Campus which shall include a deadline plan for future land purchase.

5. Present a document which will fully detail the curriculum and program of the Central Area Campus which will be subject to scrutiny of and possibly modification by representatives of the Central Area.

6. The President must make a "Good Faith" showing of construction immediately on the future Central Area Campus. This good faith showing must be tied in and shall utilize the $7,000,000.00 funds specifically appropriated for this action by the State Legislature.

7. In the interim, we will immediately begin to explore the possibility of securing the resignations of one or more members of the five (5) man Board of Trustees, and of having appointed in their places individuals publicly committed to the Central Campus Citizens Committee.

Negotiations between the Board of Trustees and the Black Student Union ended late Tuesday afternoon.without the problems being resolved.

The main demand to be resolved is the resignation of one of the members of the Board of Trustees. The Black Student Union demands this in order to replace this person with a Black person, thereby giving the Black Community some representation on the Board of Trustees. (At the time of the March "sit in", the Black Student Union was told that a Black person would be appointed to this position on the Board of Trustees. Why wasn't this appointment made?)

The time has come for our Black and white brothers and sisters to think, move and act. We must, as constituents essential to the function of this institution, illustrate our distaste for the age-old processes of exploitation.

To relate our concern to the institutionalized bureaucratic administration, we shall withdraw ourselves from classes on the twenty-second (22) day of May, 1969.

We ask for the help and support of our white brothers and sisters also, in our quest to retain the only hope for the possibility of an optimistic future for our community college -- in our community.

The future plans for our vocational classes illustrate a majority of semi-professional vocations being offered at the North Campus and the inferior vocations offered here at the Central Campus. Not to mention the actual reduction of our College Parallel curriculum at the Central Campus upon the opening of the North Campus.

Our cause is a just cause and our purpose a sincere one.

We need your support. Rally with us at the flagpole, Edison South, Thursday morning May 22, 1969 at 9 am. Faculty members, staff and students--please don't come to school!!! Observe the efforts of the Black Student Union to rectify the administrative problems at our institution--it is your choice--as to the means the Black Student Union will use to close school on Thursday.

COMMUNITY COLLEGE DISTRICT NO. 6
SEATTLE COMMUNITY COLLEGE
1718 Broadway
Seattle, Washington 98122

Arthur Siegal, Chairman of the Board
EA 4-3500

May 20, 1969
3:25 pm

The Board of Trustees and the administration of Seattle Community College, District #6, have negotiated intensively and in total good faith with representatives of the SCC Black Student Union in an attempt to structure a Central Campus Citizens' Council that will provide maximum involvement and responsibility for the planning and operation of the Central Campus of the College.

An Agreement between the Board and the BSU was reached on Wednesday, May 14, at 5:10 p.m., and the terms of the agreement were publicly announced. The members of the Board and the officers of the BSU expressed their satisfaction with this innovation in city college administration.

At its regular monthly meeting on Thursday, May 15, the Board of Trustees ratified the intent of this agreement. At the Board meeting, Frank Williams, president of the BSU, again reiterated his appreciation to the Board for taking these steps and recognized that the Board had gone to the limit of what the law allows in setting up the citizens' council.

Frank Williams then stated that the BSU would take its case for direct community control to the Legislature.

(more)

It now appears that the BSU has decided to disregard the agreement and to make a new demand, in effect, that the present Board members or at least some of them, resign to be replaced by the Governor from a list of nominees suggested by the BSU.

The Board has considered this request and feels that this course of action would not be in the best interests of Seattle Community College, and believes that bowing to this type of demand would be unhealthy for all of higher education in the state of Washington. While the Board intends to abide by its commitment to form a citizens' council, it cannot and will not abandon its responsibilities by law as the sole governing authority of the College district.

The Board of Trustees, appointed by the Governor and responsible for the entire community college district, looks forward with anticipation to working with not only the Central Campus Citizens' Council but a comparable citizens' council for the North and South campuses. We will continue to strive to make Seattle Community College the most comprehensive community college in the Nation.

With regard to the threat by the BSU or any other group to "close down" the operations of Seattle Community College, the Board of Trustees has directed the President to take all necessary measures to insure that the doors of the College remain open to any and all students in the pursuit of their education. The College, an agency of the state of Washington, will take all necessary legal steps to maintain normal operations and to deal with any disruption.

# # #

SEATTLE COMMUNITY COLLEGE
1718 Broadway
Seattle, Washington 98122

Robbie Mantooth/Mary J. Merry
EA 4-4534

May 26, 1969
1:15 p.m.

FOR IMMEDIATE RELEASE

The Seattle Human Rights Commission will meet with Arthur Siegal, chairman of the Seattle Community College board of trustees, and A. Frank Williams, chairman of the college Black Student Union at 3 p.m. today in the college administration center.

Siegal said they will "explore the merits of the case" and issue an opinion.

Siegal also said Governor Evans has asked him and Williams to be available for a meeting Tuesday.

Representatives of the college board, administration and the attorney general's office met Monday morning with representatives of the Seattle Opportunities Industrialization Center (SOIC) in attempts to find a solution to problems which brought demonstrations to the city campus last week and again today. BSU representatives had been invited to the sessions but did not attend.

A crowd that fluctuated between 50 and 150 and included many non-students and young teenagers made several attempts during the morning to interfere with entrance to the Edison South Building. About noon they attempted to rush inside the building. They were held back by Seattle police. Three arrests were made. Their names were not immediately available. Other warrants may be filed as a result of the morning's activities.

College officials said there were no appreciable disruptions of classes at any of the buildings.

(more)

add one May 26

Robert F. Logue, dean of students, said nine students have been summoned to appear before the college's Student Discipline Committee at this time. Others may be asked to appear as investigations proceed. Four of the students have requested a public hearing. They are Robert Garrity, Marc Krasnowski, Jerome Sherbon and Ronald Michael Henshaw. Times and dates for the hearings have not been set.

Recommendations resulting from the hearings will be submitted to the dean of students and to the campus president for review. Rulings may be appealed to the college president and the board of trustees.

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bj

COMMUNITY COLLEGE DISTRICT SIX
SEATTLE COMMUNITY COLLEGE
1718 Broadway
EA 4-3500

Statement from Arthur Siegal
May 27, 1969
10:30 a.m.

Negotiations which ended at 4:00 this morning have resulted in the announcement that one of the College's five Board members, Carl Dakan, has submitted his resignation to the governor.

I wish to emphasize that this action was taken by Mr. Dakan after it became apparent that issues had become so distorted that community safety was seriously endangered.

This courageous, selfless act was taken out of a deep conviction that community harmony must be restored and that Seattle Community College must once again direct its energies and attention to present progress and future achievements.

Although none of the members of the Seattle Community College Board of Trustees can condone the violence that became a part of the protest demonstrations during the last few days, there has never been any doubt about the desire of the Board and the college administration to have black representation on the Board. We have always agreed that this cause of the Black Student Union is a just one. Everyone involved in the 13-hour mediation session was impressed with the sincerity of the BSU representatives. It is extremely unfortunate that lack of understanding about procedures for submitting board nominees to the governor has contributed to the absence of this representation. I should point out that the governor did appoint a black man, Edwin Pratt, to the original college Board of Trustees but he had to resign because he lived outside the district. I am hopeful that all citizens will become better informed about using the channels established by law to assure that their concerns are heard. The demand from

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the college Black Student Union for a black appointee to the Board came more than a month after the governor's last appointment, April 1 of this year.

The Board had sought to assure black representation in college policy making through the involvement of many students and other citizens in committees and in the proposed Central Campus Citizens' Council.

Even before the Black Student Union became active at the college, the Board directed President Erickson to seek an outstanding black educator for the presidency of the central campus. After a nationwide search, the position was offered to Dr. William Moore, associate dean of instruction at another urban community college, the Lake Forest Junior College in St. Louis, Mo. Dr. Moore, who was named one of the outstanding young men in the United States by the Junior Chamber of Commerce in 1965, has accepted and will be on the job here July 1. He was the top choice of students, faculty and administrators involved in a series of interviews with presidential candidates. The Black Student Union also selected him as their nominee for the position.

I think the college's determination to be responsive to the citizens of the Central Area--black and white--as well as all the citizens it serves, is further demonstrated by the pledge of Dr. Erickson to give Dr. Moore autonomy to fashion the central campus and all its programs as he and his advisory council see fit. Dr. Moore has an outstanding reputation for working with citizens' councils in educational, anti-poverty and other endeavors so critical in these times.

As chairman of the Board I again pledge myself to work with all persons of the community to build and operate a community college with the

(more)

comprehensive and innovative programs that will provide opportunities for every person who comes here to prepare for a meaningful working and personal life. I urge all the citizens of the community to give us your ideas, your concer, your time in serving on the committees and councils where the day to day work of making this dream of ours become a reality occurs. While all people cannot always agree with all policies and tactics, we can continue to work together for the goal we share--a college that does indeed serve all the people.

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bj

SEATTLE COMMUNITY COLLEGE DISTRICT SIX

BOARD OF TRUSTEES

MEMORANDUM

June 6, 1969

To: All Interested Persons

From: Arthur Siegal, Chairman
Seattle Community College Board of Trustees

A great many people have asked for a more complete explanation of recent demonstrations and negotiations at Seattle Community College.

I appreciate this concern and would like to be able to answer each letter or phone call individually. Since the magnitude of the task precludes this, I am hoping that this letter will answer most of your questions and concerns.

Many of you expressed your regret that the incidents of violence occurred. I can assure you that your feelings are shared at the college. As with most events people wish they could have prevented, solutions often do not become sharply defined until after the regrettable incidents have already occurred.

In this case it became apparent that although the college had attempted to involve the Black Student Union members and Central Area citizens in planning college programs and facilities that would be more effective in meeting their educational needs, these efforts had not assured these people that their voices would be heard. I'm sure you are mindful of just how essential this involvement is. Because of its location and open door, low tuition policies this college will, no doubt, have the most important responsibility of any institution in the state in providing the educational programs needed by Seattle's black population and other minority groups.

Since its establishment in 1966, the college has been conscious of this special challenge and has tried to grow in its abilities to respond to it through conscious efforts to recruit more black staff, to increase communications between the college and the community.

More than a year ago the board decided that an outstanding black educator should be president of the central campus in order to assure sensitivity to the needs of this important minority we serve. Dr. William Moore, Jr. will assume these duties July 1. College president, Dr. Ed K. Erickson, has been seeking a greater level of student and faculty involvement and communication by adding their elected representatives to his cabinet. A citizen's advisory council for the central campus was formed, including many Central Area and black leaders.

Still the frustrations grew among Black Student Union members. Among them: fears that the central campus would be inferior to the College's north and south campuses; that blacks and Central Area residents would not have sufficient influence in planning the campus; that the legislature would not provide funds for building an adequate campus; that the central campus would not have space for all the students who would see it as their only hope for educational advancement--especially in the face of more limited undergraduate enrollments at the University of Washington.

These frustrations were, no doubt, intensified by the difficulties of seeing concrete evidence of progress toward a new central campus. The architects were working, land was being purchased, citizens and students were being involved in planning committees, the legislature had approved some funds, though only half of those requested, for the central campus. It can be especially difficult to believe that progress is being made when students are going to school in aged and inconvenient high school, junior high and elementary buildings inherited from the Seattle Public Schools and inappropriate for the needs of a community college.

And so, as I see it in retrospect, frustrations were severe, more severe than we imagined before the lengthy negotiations. Only the general atmosphere of frustration was apparent at the start. The Black Student Union objectives had not been fixed on specific goals. In time their target became a black member of the Board of Trustees, thereby assuring them of representation on the final policy-making authority.

Throughout the negotiations the justness of the Black Student Union's belief that the Board should include a black person was acknowledged by the Board and all intermediaries in negotiations. However, since State law sets the College Board at five members, all appointed by the Governor, there was nothing the Board could do to assure this representation. Alternatives were discussed including asking the legislature to expand the Board and appointing ex-officio members with full voice in all Board meetings. The Black Student Union's representatives expressed the belief that none of the compromises would indeed assure them of the full representation they sought.

When it became evident that there was no compromise immediately acceptable to either side the Black Student Union took the initiative to "force" the issue. They resolved to "shut the school down" by peaceful means. They organized "picket lines" and requested that other students, faculty and administrative personnel "boycott" the College. These tactics were entirely legal and the Board, on counsel from the State attorney general's office, elected to take no action to restrain peaceful demonstrations.

Then the College Black Student Union demonstrators were joined by Students for a Democratic Society activists--many from outside the College student body and an increasing number of high school, junior high school and even elementary school students. Despite the avowed intentions of the Black

Student Union leaders and their best efforts, the gathering soon assumed mob proportions and characteristics. Disruption, property damage and physical confrontation soon followed. At this point we were forced to call upon the Seattle Police Department. Their Tactical Squad responded and restored order with restraint and control. It was obvious that this unit is well trained and disciplined.

Concurrently, our attorneys were working through the Courts to obtain an injunction which would make further disruptive acts unlawful. This was granted by Judge Storey Birdseye that afternoon, May 22. The following day there were more demonstrations, somewhat more active than the first day but controllable.

Further meetings took place with representatives of the Black Student Union still seeking ways of assuring the students that their concerns would be communicated within the College structure. The Black Student Union requested that a meeting with the Governor be arranged so that they could make him aware of the urgency of the matter. By this time I felt that he needed to be fully aware of the conditions. In contacting him I made it clear that we were not abdicating our responsibility and had no intentions of "passing the buck" to him but that he needed to obtain first hand information on a problem that was headed his way, one way or another. He was not asked to make any commitment. He was unable to schedule a meeting by Monday morning as requested but agreed to do so as early as possible, probably Tuesday.

On Monday morning the Human Rights Commission offered their assistance in attempting to resolve the matter. They asked to meet with representatives from both sides; to hear the position and arguments of each; evaluate the same on their merits and make a public statement of their findings. We found this agreeable and scheduled a time. When we convened the State Board Against Discrimination joined the discussion. All facets of the problems were explored with many interested parties. At one time the Governor joined the discussion until he thoroughly understood the situation. At no time was he asked, nor did he offer, to make any commitment for a specific action on his part. Further discussion lead to a recommendation from the two other organizations. It was that one of our Board members take "ex-officio" status creating a vacancy on the Board; that the filling of this vacancy be left to the Governor; that steps be taken with the Legislative Council and the Governor's office to expand the Seattle Board to seven members at the next session of the legislature, special or regular; the Governor then be requested to reappoint the "ex-officio" member to a new term.

Considering the weight of their recommendations and the very tense situation in the community I called a special meeting of the four members of the Board that were available, one was out of town. We considered the recommendation and its consequences. After an extensive and painful session one of our members, Carl Dakan, offered to resign, creating the vacancy. The assumption was that he would be assuming "ex-officio" status. However, he has declined to do so.

At this time the Governor has not acted on the vacancy and I have no way of knowing when or how he will. Much more could be said about what went on during this trying period but I believe that I have covered the key points. The other Board members, administration and I are determined that the wounds be healed quickly and that we turn our full attention and energies to fulfill the potential of our college.

I do wish to emphasize again the continuing commitment of the College to the educational needs of all of the citizens within its district. The determination to assure more adequate representation for one important segment, Seattle's black residents, did not arise suddenly during the violence that surrounded the campus. Providing this representation has always been part of our commitment although we have relied on the only options available to us--administration, faculty, student and citizens' committee appointments. It is extremely unfortunate that the black community was either unaware of procedures for appointments of Board members or unprepared to make their nominations known when there were vacancies available for the Governor to fill. It is indeed tragic when frustrations within a community become so intense that persons use violence even when they may have little knowledge of the nature of the "cause" in which they have been enlisted.

Still, the violence--much of it caused by young teenagers far below college age--cannot change a belief in the justness of adequate representation for all the people the College serves, a philosophy that existed before any of these events occurred. Negotiations led to agreements to back up this philosophy with action, making this representation possible at a time in the College's development when it can be of critical importance.

Your understanding and cooperation as we struggle to create a college which serves the great and varied educational needs of our district will be of great value.

AS:RM:bj

July 23, 1969

From: The BLACK STUDENT UNION
OF
SEATTLE COMMUNITY COLLEGE

THE BLACK STUDENT UNION OF SEATTLE COMMUNITY COLLEGE FEELS, FURTHER DEMONSTRATIONS, VIOLENCE AND DISORDER MAY BE PREVENTED AT SEATTLE COMMUNITY COLLEGE IF THE FOLLOWING NINE (9) PROGRAMS ARE ADOPTED AT THE COLLEGE.

A new system for community college education was born on April 3, 1967, as a result of the passage of House Bill 548 (RCW 28.85) by the 1967 Legislature. Its enactment brought to realization many changes that had been advocated in one way or another for several years.

One of the changes that had been advocated was, independence for the then junior colleges from the common school system. In fact, The Education in Washington the Fifth Biennial Report submitted to the 41st Session Washington State Legislature by the Joint Committee on Education Rep. Frank B. Brouittee, Chairman stated, "In brief, the act created a separated system of community colleges, consisting of a State Board for Community College Education and boards of trustees for twenty-two community college districts, and stated more precisely than before that community colleges were to be independent comprehensive and open-door institutions. Such sweeping changes were destined to create problems". Create problems it has.

Today Seattle Community College's Central Campus is the main injustice that has been created. Despite the crying need for a Central Campus (To meet the needs of the Black Community.) The white power structure expended more than twenty-four (24) million dollars into the North Campus, three miles from Shoreline Community College. The appropriation for the predominately Black Central Campus--two (2) million dollars; into the South Campus (another white campus)--eight (8) million dollars have been appropriated. A clear-cut case of white institutional racism.

Because of this injustice in the appropriation of funds, the Black Student Union of Seattle Community College offer the following program:

(a) Acquire the nesessary land for the Central Campus within the next eight (8) months.

(b) Complete the architectural drawing and make a selection of one of the five (5) plans for the Central Campus within the next eight (8) months.

(c) Occupancy of the classrooms in the new Campus not later than September, 1971.

(d) There should be no further expenditure of funds to the North Campus or the South Campus until the Central Campus is erected and classroom instruction has begun.

PROGRAM NUMBER TWO (2)

The existence of a community college with three campuses in three different communities, which was originally designed to service the need of one community is totally unacceptable. This creates an overtly recognizable problem in the neglect of individual community needs, transportation difficulties, and the process of tracking and programming--as can be seen by the appropriation of state funds to the three campuses up to this date. The Central Area Campus must be a comprehensive institution serving the broad needs of the Black Community, its goals should be to increase the economic, political, social and cultural rewards of the citizens it will service.

Rewards in the form of knowledge, meaning-truth. With knowledge, Black People overcome the dilemma the education system has us in. This education, as it is today, has never offered a significant solution to the dilemma the white has us in.

In the eyes of policy makers, education has always been meant to serve the pragmatic function of training Black People to work. To put it another way, education as it is today, trains Black students only to make a living, now how to live.

To ensure the Black community of having a campus that will serve the needs of the community, the campus must be controlled by the people from the community. People that know the needs of the students and the community. Once it is controlled and ran by the people of the community, then and only then can the education or knowledge offerred at the Central Campus produce what is good for the community.

The needs of the community will never be served with the people from outside the community controlling the campus in todays form of a "board of trustees." Seldom will the policies of the campus ever do what is necessary to bring up the standard of living, the truth, and or the problems that exist in our community as long as it is controlled by people outside of it.

The report of The Commission On The Causes And The Prevention Of Civil Disorder, called race and violence in Washington State,

> "...school policies could be improved." "Voices are heard for decentralization of Seattle Public schools to give the residented of the central area, in particular, a greater role in making policy for their own schools."

The people of the central area are linked by a common policy, we are a group of people having a history, social, economic, and political interests in common--a community. Since we are the community and have a community college, the autonmy to make the education relevant and to meet the needs of the community should be given to the community.

In an article describing decentralization efforts in New York, Boston, Washington D.C. and elsewhere, the New York Times (October 13, 1968) stated:

> "a common element to the growing feeling, especially among racial minorities that the big-city school system is too remote and conventional to respond to the special needs of the disadvantaged children."

Community control of the Central Campus will give the people a larger say in the control of their own destiny. To ensure that the needs of the community will be met, the Black Student Union of Seattle Community College offers the following program:

(1) State Legislature

At the next session of the Washington State legislature a bill shall be introduced to give the governing authority of the Central Campus of Seattle Community College to the community. This will be done by:

(a) The enlargement of the number of community college districts--making the Central Campus of Seattle Community a district in itself.

(b) Replacing what is now called the "board of trustees" with a Central Campus Executive Council, with full responsibility for the direction and operation of the Central Campus. Included in this responsibility, will be the planning of facilities, the control, preparation and implementation of the budget, and all other functions of the Central Campus.

(2) The Executive Council

(a) The Executive Council shall have not less than 13 members and no more than 21.

(b) Assuming the Washington State Legislature enact this bill, the members of the council will be appointed by the governor until the next public election is held. Thereafter, all the members will be elected by the people of the community, or the Central Campus District.

(c) All persons serving on the Executive Council must live within the district.

(d) All members must be (18) years of age or older.

The Black Student Union at Seattle Community College feels strongly that this Executive Council will be in an excellent position to more specifically concern itself with the problems and solutions on both the Central Campus and the community. The Executive Council will provide for a greater participation by local community members in the process of identifying and dealing with the needs of our changing educational-system.

PROGRAM NUMBER (3)

The Black Student Union of Seattle Community College feel, in order to restore some of the artifactos the "white educational system" has stolen from the Black People, a Black Studied program must be implemented at the college. From the Black People an "educational system: that will give the Black People a knowledge of self. As W.E.B. Du Bois once stated, " if a man does not have knowledge of himself and his position in society and the world, then he had little chance to relate to anything else."

The Black Student Union offers the following program:

(1) That an Associate of Arts major be established in Afro-American Studies by Sept. of 1970. Thirty quarter units of work in courses related to the specific study of Afro-American topics will be required to fulfill the major requirements.

(2) That by March 1970, provisions be made to award an Associate of Arts degree with a combined major, e.g."

  (a) Afro-American Studies plus Behavior and/or Social Sciences.
  (b) Afro-American Studies plus Creative Arts.
  (c) Afro-American Studies plus Humanities and/or Language Arts.

  For each of these combined majors, 15 units of work in Afro American Studies will be required and 15 units in courses within the discipline.

(3) That departments be urged to establish courses relating to Afro-American topics in the following fields of study:

  (a) Behavioral/Social Sciences: anthropology, economics, geography history, political science, psychology, sociology.
  (b) Creative Arts, art, drama, music.
  (c) Humanities, language arts, english, humanities, literature, foreign language, journalism, philosophy, speech.

(4) That special consideration be given to the immediate established of courses in English education, and art, to be offered winter quarter 1970.

(5) That an Afro-American Studies Committee be established, for the purpose of periodically reviewing the progress of the Afro-American Studies program. The committee can also serve as a channel for stimulating the extension of the program across disciplinary areas until the formation of an Afro-American Studies department by September of 1970.

(6) That a minimum of six full-time positions be made available for Black instructors, by the fall quarter 1970.

(7) That Provisions be made for offering courses in the program both during the day and evening, beginning Winter quarter 1970.

With the implication of this program we will no longer be able to say that there is no such thing as an "educational system" at Seattle Community College.

PROGRAM NUMBER FOUR (4)

The Black Student Union of Seattle Community College, feels the college should be made accessible to all, without respect to race, color, social class, degree of affluence, or prior educational experience. During the last school year at Seattle Community, many Black students were faced with the problem of finding funds for their tuition and fees. Because of this lack of money, some had to leave classes and find a job. The Black Student Union feels that we cannot allow an "open door" institution, close its doors to our Black Brothers and Sisters--it's a matter of survival.

In the report of The Commission On the Causes and Prevention of Civil Disorder in the state of Washington, it was stated:

> "...a Negro youth with potential, has no money to go to college. He is forced into relatively unskilled work, which in turn is low-paying, and means that his child may graduate from high school and not go on to college, because he too lacks the money."

The B.S.U. of S.C.C. feels in order to make that college a "truly open-door" institution it must be made free to those who cannot afford the low tuition and fees. We therefore offer the following program:

(1) Seattle Community College shall be made free to all Black students with a yearly income of less than 3,500 dollars, or from families with less than $5,000.

a. The term FREE shall mean: without paying the cost of tuition, books, or fees. It will be up to the institution or the State of Washington to provide this.

PROGRAM NUMBER FIVE (5)

A competent teacher evaluation program whereby the students of a particular class, will in essance, evaluate by an organized method of polling, the magnitude of the instructors responsiveness to the cultural, social and ethic problems confronting modern day institutions of higher learning.

The fifth biennial report of which Rep. Frank B. Brouillet is chairman, indicated that " the sub-committee is concerned that nowhere in the educational process are the rights of students or their opinions formally taken into account"

The opinions taken by the systematic polling of students should then be reviewed by an established teacher evaluation committee, consisting of members on the College faculty, rotated annually for duty.

The right of the student to voice opinions concerning the nature of his or her educational process at a fundamental level of the institution would then be upheld.

PROGRAM NUMBER SIX (6)

The Black Student Union of Seattle Community College is dedicated to the mental awareness and growth of the Afro-Americans in the perpetualization of his culture and the acquisition of the skills necessary for the health and welfare of the BLACK EXPERIENCE.

The Black Student Union of Seattle Community College, in response to the request of many Black students, feel that a library, or a section of the existing one, should be dedicated to materials of Black People. We therefore offer the following program:

(1) An Afro-American Library:
  a. An Afro-American Library and research center, composed of written, as well as audio-visual materials based on the Black People. (nonwhite) This would also be supplemented with tapes, records, films, and other materials.
  b. This Afro-American library shall be established at Seattle Community within the next six (6) months.

The Black Student Union, feels that this library will make studying for our Black Studies program and other courses much easier.

PROGRAM NUMBER SEVEN (7)

The Black Student Union at Seattle Community College, feels that Black Students entrance evaluation should be established in such a manner whereby one can be free from a career tracking system. Poverty yields poverty and a good education yields an up-grading of life. The Black Student Union of Seattle Community College offers the following program:

(1) The elimination of entrance requirements, allowing the College to be truly OPEN to all persons wanting to attend.

PROGRAM NUMBER EIGHT (8)

In checking the legal holidays observed at S.C.C., the B.S.U. noted that there are ten (10) days out of the school year which are observed as legal holidays. Some of them include, Lincoln's birthday, Washington's birthday, Memorial and Independence day, Columbus day and General election day. In further checking, the meaning of these holidays show relation to Black students, or for that matter, Black in general. Lincoln was not a Black hero, nor was George Washington. Independence day, does not relate to Black people--it relates and is directed to white people. We of the Black Student Union at Seattle Community College, feel that at least one school day be decided as a holiday that related directly to Black people. To meet this need, we submit the following program:

(1) Commencing the 1969-70 school year and thereafter the 19th of May shall become a holiday at S.C.C. in observance of many Black people who have given their lives in the name of Blackness
    a. This day shall be called "BLACK DAY"

The Black Student Union feels that this one day out of the school term will make enduring a Black dream in a white society a part of reality.

PROGRAM NUMBER NINE (9)

On June 30, 1969 the B.S.U. at S.C.C., informed the Governor's office that the Governor had neglected his duties and had broken the agreement of appointing a Black person to the Board of Trustees of Seattle Community College within 30 days. The B.S.U. also stated that because of this neglect, we as a group, would make that selection for him!

On July 1, 1969, the B.S.U. held a meeting at which persons were nominated for the position. That same day, the B.S.U. asked each of the people nominated if they would like to be interviewed for this appointment by the members of the union. All nominees agree.

On July 2, 1969, the B.S.U. proceded with the interviews.

After the B.S.U. had heared each of the candidates, an election was held--Dave Mills received the highest vote. We then asked the governor to ratify the B.S.U.'s choice. ---Today, 21 days later, the governor has still not ratified this choice.

The Black Student Union of S.C.C. is therefore stating:

That Governor Dan Evans ratify the appointment of David Mills to the Board of Trustees of Seattle Community College.